



2005

Association for Continuing
Higher Education

Proceedings

67th Annual Meeting
Madison, Wisconsin
October 29 – November 1, 2005

Preface

The 2005 *Proceedings* of the Association for Continuing Higher Education are presented herein. These proceedings record the 67th Annual Meeting of ACHE held in Madison, Wisconsin. This year's annual meeting theme, "Designing Our Destiny: Creating Responses to Change in Continuing Higher Education," articulated the Association's call to develop expertise that will benefit its members, in this case by focusing on the structures, programs, technologies and practices that will be integral for designing effective continuing higher education programs.

Given this year's theme, we could not imagine a better location than Madison and the Monona Terrace Convention Center. This architectural gem provided state-of-the-art meeting facilities while offering magnificent vistas of the lake and easy access to many points of interest in downtown Madison—recognized as one of the nation's most livable cities.

Under the leadership of Chris Dougherty, Roxanne Gonzales, Roger Maclean and Sarah Schutt, our Program and Local Arrangements Committees planned a well-focused and exciting schedule. The keynote, concurrent and workshop sessions were excellent. The program was designed to address the critical trends, practices and research that influence the practice of continuing higher education. In response to members, the committee focused on a variety of themes that impact the work of those who reach out to nontraditional students on behalf of their institutions.

Please accept these *Proceedings* of the Association for Continuing Higher Education's 67th Annual Meeting.

Irene T. Barrineau, Editor
ACHE Proceedings

Table of Contents

Part One: Addresses	4
Continuing Education: Making A Difference	4
Does the Wisconsin Idea Have Legs?	6
Continuing Education for What?	8
Continuing Higher Education: What's Working; What's Needed	9
Part Two: Concurrent Sessions	11
Third Age Learners: Here they Come, Ready or Not!	11
Building Codes of Enrollment Architecture for Surviving CE Earthquakes	12
The Core of Effective Outreach: The Well-Organized Advisory Committee	13
Advisory Boards as Change Agents in Continuing Higher Education	13
The Art of Advising Adult Learners: 20 Years of Best Practices	14
Active Adults: The New Students on Campus	14
Continuing Higher Education on the Cutting Edge	16
Frameworks for Best Practices in Continuing Higher Education	16
Taking Advantage of the Online Evolution	17
Continuing Education for Boomers—Retiring But Not Shy	18
Market Research: Key for Keeping Continuing Education at the Cutting Edge	19
Writing for Publication	20
Saturday Scholars®	22
Marketing Continuing Education Programs in a Changing Culture	23
Winter Intersessions	25
Creating a Multi-Institutional Online Certificate Program	26
Eight Cardinal Rules for CE Department Fiscal Management	27
Leadership and Authority in Continuing Education	29
Addressing the Issue of Online Course Orientations for Students and Faculty	30
Best Practices in Developing Adult-Centered Online Learning Environments	31
Kaizen Blitz as a Tool for Operational Innovation	33
Experts in Nontraditional Students	34
Part Three: Business Meetings And Appendices	36
Membership Report	38
2005 Budget	42
Resolutions	43
Committee on Inclusiveness	45
Local Arrangements	45
Nominations Committee	45
Membership	46
Program Committee	46
Publications Committee	47
Research Committee	48
Community and Two-Year Colleges	49
Institution-Community Engagement	49
Older Adult Learning	50
Instructional Technology and Distance Learning	51
Program Committee	51
Officers, 2004 – 2005	52
Board of Directors	52
Regional Chairs	52
Roll of Past Presidents and Annual Meetings	53
Citations for Leadership	54

Part One: Addresses

Presidential-Elect

Continuing Education: Making A Difference

Presenter: President-Elect Philip A. Greasley, University of Kentucky

Continuing higher education is more successful today than ever before, yet it faces unprecedented challenges. Our ability as continuing educators to bring more students to our institutions and educate them more effectively is making our programs more central and more important than ever before. And yet, paradoxically, as we meet today, we find continuing education challenged on many fronts. Strong, productive programs are under fire. Some have been disbanded. That's our dilemma.

Fourteen years ago I was privileged to participate in the Harvard MLE. One of our speakers opened his presentation with words like these:

“When you're in a difficult situation, you've committed all your reserves, and the outcome remains uncertain, you do one of two things. You either sing or haul ass.”

His point was that in times of challenge people and organizations need to look to their roots, their shared values, and their transcendent missions for strength to prevail. If they can't do that, they might as well go home.

I know that continuing education's mission has been and remains among the most important in higher education. I see our students, our institutions, and our communities benefiting from our work. And I believe that the importance of continuing education can do nothing but grow in the coming years. My focus as ACHE president in the upcoming year and in my presentation today will be to make clear the roots, values, and missions that will make continuing education prevail. So today is our day to sing.

We live in a time of unprecedented change. The last sixty years have seen the first atomic bomb, the first computers, the first space travel, the first man on the moon, the emergence of AIDS, the Internet, the collapse of the Soviet Union, the emergence of asymmetric warfare, the awareness of global warming, and many other factors drastically impacting contemporary life.

Higher education is changing as well—and with ever growing rapidity. In the United States, our history includes repeated actions by the federal government to increase access to education. Justin Morrill and Abraham Lincoln would be amazed that their 1862 act to “benefit agriculture and the mechanic arts” through the creation of land-grant colleges would be built upon by multiple successive acts extending education and its benefits to ever more people. In 1890 the second Morrill Act gave special status to schools now designated as Historically Black Colleges and Universities. Many similar expansions followed, among them congress' 1994 conferral of land-grant status on twenty-nine Native American colleges.

But the federal government hasn't been the only impetus to educational change. Other important efforts have broadened access to education and provided services to the underserved. The 1880s and 1890s saw the Settlement House Movement and centers like Jane Addam's Hull House in Chicago. These settlement houses provided immediate life-support, education, and cultural enrichment to newly-arrived immigrants and the struggling working class.

The Extension movement and the creation of workers colleges in the early 1900s made it possible for working-class adults to access education and skills previously available only to the

elite. Our work as continuing educators follows in this great tradition—providing avenues for access, education, and improved quality of life. That’s something to sing about. For decades continuing education has made the difference—for adults, the poor, the discriminated against, the place-bound, and the time-constrained.

Since those days, new federal and state financial aid programs have further opened the doors of higher education. And as the mainstream of higher education has assimilated new groups, continuing educators have always moved ahead in pioneering efforts to meet new needs and provide new opportunities. Continuing educators have consistently made the difference. In the process, they have transformed their students, communities, and educational institutions.

In our age, the growth of knowledge has accelerated the pace of change in virtually all fields. And with each increase in knowledge, higher levels of education have become necessary.

The half-life of knowledge has become miniscule in many fields. Having once undergone training or holding a degree or degrees is not enough. Lifelong learning is essential to competitiveness. And what is true today will be even truer tomorrow.

We have seen the emergence of the global economy. Rust belt states have lost manufacturing jobs to the South and Southwest. The U.S. has lost jobs to Mexico and more recently to the Pacific Rim. First, the job losses were menial, then solid blue-collar; more recently they are high-tech, high salary. Global competitiveness is at issue. America’s middle-class and its quality of life are at risk.

The future of the U.S. and the world will unquestionably be based on knowledge, skills, and education. Those with the highest levels of current education and skills will win. Those without will be left behind. Constant education and training will be critical.

Continuing education has always been the leading edge in advancing and democratizing education. As continuing educators, we have provided skills and education that increase the quantity and elevate the quality of life. We have always moved ahead of the academy, creating learning opportunities, delivery systems, support services, welcoming environments, and a service orientation to those who would otherwise be excluded.

Over the years, methodologies for extending education have changed but the underlying theme has remained the same. We can sing about that, too.

In the U.S. of the 1890s the advent of Rural Free Delivery made the post office the advanced technology for extending learning to rural populations. And continuing educators used the mail to make the difference through independent study programs. Throughout the twentieth century, soldiers deployed to war or stationed in remote hamlets to maintain the peace have used this technology to achieve their academic goals.

Near the turn of the twentieth century, evening colleges began springing up to meet the needs of adults whose jobs, family responsibilities, or finances made it impossible to attend college full-time or in traditional day classes. Continuing education made the difference for them.

Decades later, continuing education began arranging classes and programs at off-campus sites. Car keys were the technology of the day, and continuing education was there to make the difference.

The advent of multiple televised technologies provided new opportunities for educational access. Continuing education adopted and refined them. That’s a story worth telling.

In the 1990s, the Internet allowed continuing educators to surmount barriers of time and place in delivering credit and noncredit coursework and degrees. Anywhere became everywhere. The pioneering work of continuing educators has made education more available than ever in history.

In fact, continuing education has been so successful in extending access that the technologies of alternative education have become the modes by which colleges and universities are increasingly educating their core students. Whether traditional students enroll for evening, off-campus, or online coursework because of job conflicts, family responsibilities, or lifestyle choices, the technologies of educational access pioneered by continuing educators are making the difference for them, too.

Continuing education has always served as the incubator for new educational ideas, approaches, delivery and support systems for linking colleges and universities to their communities.

As we work today, our educational institutions themselves are being impacted by change. The new norm for colleges and universities is to receive an annual call to do more with less, to educate more students better with fewer people and diminished resources. And with CE out in front, it is regularly asked to do the most with the least. We are being challenged on all sides, but we will prevail. Our commitment, our strong service, our peer-to-peer orientation, and the unprecedented criticality of learning make continuing education more centrally important than ever before.

Today our educational institutions are finding out that it's not enough to educate college students. That's expected. Our communities and states increasingly also want higher education to make the difference for them in other arenas. They want our expertise. They call on our institutions to make their economies more robust, to address their persistent problems, advance K–12 education, improve health, create new opportunities, and to take on an unprecedented array of new roles in partnership with the community.

Our institutions will meet this new challenge. And continuing educators will lead, pioneering new ways to connect higher education and our communities. These new avenues for engagement and excellence will extend our range and attest to our growing centrality and importance.

The European Enlightenment's central tenet was the importance and power of education. This belief was mirrored by America's founding fathers in the Northwest Ordinances of 1784, 1785, and 1787, providing land to advance popular education, and in the Morrill Act of 1862 and its successors. This belief is now being proven out as never before. Education is the future. We are its leading edge.

Continuing educators have always served as conduits linking institutions and communities. We should and we will guide our institutions to fuller, more productive engagement. We have made the difference in the past. We will do so in the future!

ACHE's 2006 annual conference will take place in warm, sunny Los Angeles, California. That meeting will be our time to sing our songs and tell our stories, to show the life-changing transformations continuing education regularly produces. We will learn from each other, and we will guide continuing education and our institutions in the future. Our theme for LA 2006 is "CE—Making the Difference!" I hope you'll join me there.

Keynotes

Does the Wisconsin Idea Have Legs?

Presenter: Kevin P. Reilly, President of the University of Wisconsin System

Since its inception, the University of Wisconsin has been committed to providing broad access for students and clients of all ages and educational backgrounds. Amid today's changing technology, teaching and learning styles, and workforce needs, the university continues to fulfill its mission of teaching, research, and public service in the spirit of the Wisconsin Idea, the state's century-old vision that the boundaries of the campus are the boundaries of the state.

The Wisconsin Idea, then, is actually about reaching as many UW "students" as possible, and offering convenient access to the university to yield a higher number of degree-holders in Wisconsin.

In order to meet these goals as state investment in higher education continues to shrink, the university has increased its focus on collaborative approaches to traditional and continuing education.

For example, the University of Wisconsin System has partnered with the Wisconsin Technical College System to identify new opportunities for student access. Findings show that by increasing the percentage of state residents who hold four-year college degrees, Wisconsin's economy can improve. If the state's workforce is prepared to work in the knowledge economy, Wisconsin can attract companies that offer high-wage jobs. With those jobs, Wisconsin workers and their families will benefit from increased per capita incomes, and the state will benefit from a broader and more stable tax base.

These joint studies have identified several ways to get this done, including contacting students who have dropped out of college to come back to school and graduate, promoting online learning, reaching out to students, parents, and employers to share information about education opportunities, and providing more credit for demonstrated learning achieved outside the classroom.

Projections indicate that a growing number of future UW students will be older and more ethnically diverse. To best serve this next generation of students, the UW System is already developing programs to continuously educate more students, improve the quality of Wisconsin's workforce, and strengthen the state's economy.

To this end, UW System President Kevin P. Reilly has proposed a new Adult Student Initiative, through which statewide UW institutions and county extension offices will be first points of contact in connecting adult students with the academic programs that best meet their educational needs. Utilizing statewide connections, and virtual and physical locations, UW will find, advise, and support students who are interested in pursuing a college degree by building a recruiting network at the county level.

In addition, UW institutions are expanding online learning opportunities, and the Division of Continuing Studies at UW-Madison and the Wisconsin Alumni Association will use a recent \$100,000 grant to establish a Lifelong Learning Institute, which will provide increased access to educational opportunities for adults ages 50 and over in Madison and its surrounding communities.

Analyses of state needs indicate that continuing education efforts like the Adult Student Initiative and the Lifelong Learning Institute will get more working adult students in UW classrooms, help more students earn their bachelor's degrees, and help create the kind of workforce that can attract knowledge-economy businesses to Wisconsin.

Advancing individual careers, increasing the percentage of baccalaureate degree-holders in the state's population, helping to develop high-wage jobs in the knowledge economy—these are some legs the Wisconsin Idea will run on in the 21st century.

Continuing Education for What?

Presenter: Ronald M. Cervero, Professor of Adult Education, University of Georgia

For the past century continuing higher education has made a difference in people's lives and has helped to shape society's economic, cultural, and political systems. At the same time this educational agenda must be negotiated within the political-economic context of our institutional settings. Leading continuing education programs at the intersection of these educational and political-economic agendas is the central political and ethical problem of our practice. Thus, our practice is framed by the question, Continuing Education for What? This question is also at the heart of the conference theme as you ask the strategy questions: What professional destiny can continuing educators design for themselves and their institutions? How can we, the architects and designers of our profession, best adapt to our rapidly changing local and global environments? In exploring our answer to this question, I would make four fundamental points:

- As leaders of change in historically conservative institutions, continuing higher education (CHE) leaders have rarely felt valued, even as we have been critical to organizational survival.
- However, it is clear as you look at the long historical sweep of higher education that CHE has been central to the expansion of access to higher education.
- Given the current political economy of higher education that requires institutions to be more entrepreneurial, CHE is more important than ever to this larger organizational strategy of survival and growth.
- As leaders of CHE, we need to articulate our root values and mission about access and showcase our entrepreneurial skills to position ourselves as key actors in this larger organization strategy.

In the historical landscape of higher education, two trends build upon mission and root values of CHE. First, from mid-1800's higher education has gone from an elite, mainly private system to an open, public system of mass education. As a leader of experimentation and change, CHE has been central to this effort at increasing access. Building on the foundations laid by the first state funded universities in Georgia (1785), North Carolina (1789), and Virginia (1819), subsequent state and federal legislation sought to widen the reach of colleges and universities, with innovations such as:

- Morrill Act (1862) creating land-grant colleges, which extended higher education in terms of purpose and audience.
- Smith-Lever Act (1914), which funded extension efforts at land-grant universities
- GI Bill widened access by for World War II veterans
- Founding and support of community colleges
- Affirmative action's expanded access for women and students of color
- Higher Education Act of 1965 that established federal financial aid for students

More recently, higher education has focused on increasing access through the entrance of non-traditional adult students (many from underrepresented groups). At present, 43% of all undergraduates today are over the age of 25. Also, 73% of undergraduates enrolled in two and four-year colleges and universities are considered "non-traditional" by virtue of meeting one or more criteria:

- are over 22 (26 is average),
- are financially independent from parents (51%)
- attend part-time (48%)
- delayed their enrollment after high school (39%)
- have dependents of their own (27%)

Like the historical trends, the external and internal political economy of higher education are favorable to the mission and root values of CHE. This is seen in federal education policy, the

state education policy climate, the financing of higher education, and institution's strategy of "academic capitalism" (Slaughter & Rhoades, 2004). These trends are forcing institutions to focus on increasing access and to become more entrepreneurial. A major force driving this focus on access is explained by the Educational Commission of the States' study, *The Adult Learning Gap: Why States Need to Change their Policies toward Adult Learners*. The report notes that: "This change in student population reflects the growing demand among working adults for formal degrees, basic skills education and career training. It also reflects a growing societal need for "lifelong learning" as legitimate and necessary activity throughout all stages of adulthood." A second force affecting higher education is the reduced public subsidy of higher education, such that higher education has moved from being a "social benefit" to "private good." There has been a steady decline in operating support provided by state governments from 1979 (50%) to 2000 (36%). Thus public university leaders now support "high tuition, high aid" implying that education is more a private benefit than a social good. In addition, the model of a for-profit, degree-granting college has been proven feasible, as well as highly successful financially. The economic forces making higher education more entrepreneurial is making its core functions consistent with CHE practice by reconfiguring the labor force by using part-time faculty, developing distance education services which are sold to non-traditional markets and serve as profit centers for these universities, and separating course development from teaching.

Given the political-economic environment of higher education in which there is increased demand for postsecondary education (access) and a need for new sources of revenue, CHE programs are well positioned in the emerging competitive environment for postsecondary education. Indeed, higher education itself is behaving more like a continuing education program as it becomes entrepreneurial. In this environment, CHE leaders should focus on three areas in their organizational strategy:

- Stay focused on our historic mission and root values. CHE is about hope, opportunity, and access: about helping people achieve their humanity and improving the material conditions of their lives. Our root values are critical in this emerging era of access.
- Stay focused on the money. CHE is the primary entrepreneurial arm of higher education institutions. Non-traditional learners, a population CHE has historically served, will become more prominent in the postsecondary arena.
- Be clear about and communicate our value. CHE leaders need to be assertive about our strategic value: a) CHE has always been the laboratory for innovation and access; and b) CHE can provide leadership with models of entrepreneurship and how to achieve quality while making money.

Continuing Higher Education: What's Working; What's Needed

Presenter: Susan Porter Robinson, Vice President for Lifelong Learning, American Council on Education

An imperative for the U.S.: "*Lifelong Learning is more than a popular slogan from the education community; it is a national necessity.*"

Why a National Necessity?

- | | |
|--------------------------------------|----------------------------|
| • <u>Workforce shortages</u> | • <u>Males at risk</u> |
| • <u>Inadequate workplace skills</u> | • <u>Aging workforce</u> |
| • <u>Rising global competition</u> | • <u>Growing diversity</u> |

Adult learning programs are one of the more dynamic change agents in higher education today.

Trends Affecting Continuing Higher Education

World Population Growth: Global Trends in Science/Engineering

- Since 1985, engineering degrees awarded in U.S. down 20%
- South Korea graduates equal U.S. # of engineers
- By 2010, over 90% of all scientists/engineers in Asia
- By 2015, U.S. must double science and engineering graduates to remain tech leader in 21st century

(Source: Tapping America's Potential: The Education for Innovation Initiative, Business Roundtable, July 2005)

An Aging Workforce: Continuing Higher Education Wants

Externally

Powerful alliances with other providers *across sectors* to shape

- National policy
- Federal and State legislation/funding

Internally

- Greater respect within university
- Improved perception of LL quality
- Integration within university governance
- More funding unless LL Programs and Schools are self-supporting

Additional Trends Effecting Facing Continuing Higher Education:

- Distance Learning
- The Growth of Online Learners

Despite the "norm" of quality distance learning, diploma mills are a growing global problem.

Standardized E-Learning

For cost-effective, quality distance learning, technical standards needed:

- Size (of learning object)
- Labeling
- Databases

Multimedia Educational Resource for Learning & Online Teaching

- Databases of peer-reviewed, online materials

Models for Continuing Higher Education: What do they have in common?

Continuing Higher Education *Best Models*

- Form strong internal alliances
- Create strategic alliances with
- Offer credit and non-credit courses
- Identify external markets
- Establish unique national/global niches
- Use blended technologies

College Presidents' Recommendations: How to *better* position lifelong learning

- Highlight *internally* those programs that represent excellence and innovation
- Create *language* that better reflects LL/CHE demographics
 - Build *taxonomy* of lifelong learning that depicts spectrum
 - Educate faculty on *changing world* in which to share governance
 - Develop LL/CHE "*champions*" on university administration/faculty
 - Emphasize *moral and social values* of LL/CHE—and not just economical ones
 - Showcase lifelong learning alumnae who are exemplars of the *best* of university and its LL/CHE programs and schools

What College Presidents Want

- Data about benefits of CHE
- Success Stories
- Best Practices to showcase

The Road Ahead

- Use the *world realities* to advantage
- Continue with *courage* to change
- *Listen* to what institutions want

In light of these trends, how will *you* change CHE's destiny?

Part Two: Concurrent Sessions

Third Age Learners: Here they Come, Ready or Not!

Presenter: William C. Hine, Eastern Illinois University

The Concept Of The Third Age

The First Age is education, the Second career and family, the Third Age is retirement and the Fourth Age is dependency.

The term "Third Age" has both individual and societal meanings, often blurred together. In the United States it is often used to refer to a time and condition of life – the period of continued activity, social involvement, and productivity of retirement-age individuals. In this sense, third age suggests an attitude and an outlook on life. But third age, especially as described in the European setting where it originated, refers to a group of people and a threshold over which many were passing as they reached their fifties. They were not going to become poor or sick or invisible.

The popularized version of the term third age, connotes the active lifestyle of the well 55 year old and up in the United States, Europe, and other postindustrial societies. This group will want mental challenges of physical exercise, and social contact with a different emphasis on work.

What does the fact that we have undoubtedly an aging population have to do with education or learning?

- 44% of 50-65 year olds currently have no formal educational qualifications;
- In People Management (26 November 1998) it says "there is an urgent need to train the over 55s to prevent them from being socially excluded."
- There is a growing realization in industrial countries that continuing participation in learning throughout life is good for economic prosperity.
- In the year 2000 it is estimated that 70% of jobs will require cerebral skills instead of manual skills. (50% of these jobs will require higher education or professional qualifications.)
- There is growing evidence that being involved in learning has health benefits not only by increasing blood flow in the brain (much like physical activity it can prevent clogging of arteries etc) but also that the brain's capacity to accept new information can actually be increased by embarking on new forms of learning.

On their journey through life, members of the U.S. baby boom generation have changed the way the U.S. society looks at almost every life stage – from baby care and education to the tumultuous young adult years and the struggle to balance work and family.

Now boomers are about to embark on their bonus years – the new 20 to 30 years of health living after child rearing and first careers – the boomers are set to change yet another American institution...retirement.

By 2030, when the last baby boomers turn 66, 20% of the United States population will be over age 66. By all accounts, boomers will not live the life of nonstop leisure that was the dream of previous generations of retirees. Healthier and with a longer life expectancy than ever before, boomers are poised to create an entirely different vision of retirement.

Some potential continuing education programs for a university to consider:

1. Elderhostel trips/programs

2. Noncredit programs especially in self development/leisure/current events
3. Certificate programs in many areas for employment
4. Small business opportunities training
5. Career assessment/planning
6. Job Fairs
 - a) part-time jobs availability
7. Senior Expos
 - a) jobs
 - b) services
8. New career opportunities
9. Balancing work and leisure programs
10. Non-paid work/volunteer opportunities
11. Personal spiritual growth programs
12. Social programs/activities for seniors
13. Degree programs (part-time)
14. Lecture series
15. Computer instruction programs

The **Third Age Learning** will have a major impact on continuing higher education in American and abroad.

Building Codes of Enrollment Architecture for Surviving CE Earthquakes

Presenter: Sallie C. Dunphy, University of Alabama at Birmingham

Surviving institutional earthquakes with an 8.0 magnitude on the Richter scale begins with a solid foundation in the architectural design and delivery of continuing education programs that are cost effective, customer oriented and support the institutional mission. Today, you must create an outstanding design for enrollment management that meets modern building codes and specifications, but is a tower of strength and innovation. What is the surest way to build an impressive and valuable structure that maximizes organizational productivity and profit potential? Learn to improve design standards so that your CE structure is better able to survive a strong rumble at your institution. To ensure successful programs, continuing educators can build 4 critical load-bearing points of control: Historical analysis, Marketing strategies, Cancellation ratios and Management operation review.

The Historical Analysis or “The Black Box” occurs in the planning phase of programs. It is based on the direct costing method and courses are divided by old and new. The participants were be given a spreadsheet example of this analysis and the formulas to develop their own history of programs. The historical enrollments and revenue data examine seasonality, trends, and life cycle of programs.

The Marketing Strategy begins with a production schedule where program management is broken into a timeline of various stages of planning, implementation and evaluation. A meeting to discuss promotional ideas, the budget and catalog distribution follows. The presenters lead the participants in a discussion of how different methods of marketing are successful in reaching the community.

Cancellation ratios can affect enrollment, community retention and bottom line revenue. Participants were be given the optimum percent cancellation rates for both old and new programs and a financial analysis method to make decisions for borderline programs, as well as, a strategy to retain students whose program cancelled.

The Management Operation Review provided an overview of budgetary data compared to actual financial and enrollment figures. The participant learned how to examine and compare data to answer questions about revenue, operating margins, enrollment averages and effective program management.

Constructing valuable links in your institution and in the community requires modern building codes. Because earthquakes can change the landscape quickly, the four load-bearing points are a crucial dimension of your blueprint. Handouts were provided.

The Core of Effective Outreach: The Well-Organized Advisory Committee Advisory Boards as Change Agents in Continuing Higher Education

Presenters: Roxanne Gonzales, Colorado State University and Walter Pearson, Simpson College

The Core of Effective Outreach: The Well-Organized Advisory Committee and Advisory Boards as Change Agents in Continuing Higher Education were companion sessions intended to build upon each other. The Core of Effective Outreach session presented data results from a survey conducted on the ACHE membership and the use of advisory committees. The Advisory Boards as Change Agents session served as a hands-on workshop to develop advisory committees based on Fifty Indices of Effectiveness by Mercer and Meunier (1991). This summary focused on the Core of Effective Outreach session as the workshop presented much of the same information after a hands-on activity and debriefing of group work. The survey results at the web site <http://www.simpson.edu/dal/faculty/advisory.html> present the quantitative outcome of the survey; the slides briefly touch on the qualitative aspect of the results. In this brief summary, we will expand on the comments from the survey respondents and explore strengths, challengers, and best practices of advisory committees as identified in ACHE membership survey.

In general the respondents agreed that there were many benefits of having professionals from various industries serving on advisory committees to help with (percentages represent the response rate for that category):

- Program promotion (67%)
- Curriculum review (62%)
- Program planning (36%)
- Identify faculty (35%)
- General advisement (30%)
- Internships (17%)

In addition, asking professionals from a specific industry to sit on an advisory committee can lend credibility to new and existing programs and helps to ensure the currency of curriculum content. The professional can add a new dimension in looking at programming, provide fresh ideas on how to set up programs, identify up and coming changes in an industry, and provide perspectives on curriculum which your division may not have been aware. In addition, the advisory committee members can serve as valuable resources linking your continuing education division back to the community and provide opportunities for networking and marketing. While there are benefits to having an advisory committee there are also challenges.

Most ACHE members surveyed felt that advisory committees were beneficial. Also discussed several challenges in managing an advisory committee. Time commitments tended to be the most mentioned challenge in terms of potential to overwork the advisory committee and conversely to underutilize the advisory committee. Respondents talked about the need to balance the workload and only call meetings if there were specific agenda items to discuss. Related to that were several comments on understanding the lifecycle of advisory committees and the need to know when to end a committee or rotate members. Other challenges mentioned

included the political nature of advisory committees in the selection of members and also in dealing with the academic constraints of higher education administration. The ACHE membership responses suggested some best practices which help to overcome challenges.

One of the most common best practices mentioned by the ACHE membership was to maintain open communication with the advisory committee. As part of the communication theme, many people stated that providing clear position descriptions and the authority given to the advisory committee helped to ensure that advisory members understood their roles and knew what was expected of them as part of the committee. Related to this was for the advisory committee to have a clearly defined mission which linked back to the mission of the institution and division. And finally, management of successful advisory committees often work towards specific outcomes and priorities.

As the results from the survey suggest, the ACHE membership is involved with advisory committees for a variety of reasons. The survey results have provided a snapshot of the membership's use of advisory committees, strengths, challenges, and best practices.

Reference

Mercer, J.W. & Meunier, G.R. (1991). Fifty indices of effectiveness regarding the program advisory committee in Minnesota's technical colleges: A working paper. St. Paul, MN: Task Force on Effective Advisory Committee in Technical Colleges.

The Art of Advising Adult Learners: 20 Years of Best Practices

Presenters: Sharon D. Barnes and Dan Dowdy, Mary Baldwin College

Advising adult learners—is it an art or a science? Based on our professional experience, we believe advising adults is an art with scientific underpinnings. Survey results, informal interviews, and a literature search support this premise. The successful advisor is much more than an academic counselor and clearing house for registration procedures; he/she wears many hats including that of a mentor, career-planning consultant, sounding board, and liaison between the student and the institution.

Following a brief introduction to Mary Baldwin College's Adult Degree Program, this presentation focused on successful practices based on the presenters' 20 years of collective advising experience. Service to students constitutes the cornerstone of this successful program established in 1977. The presenters shared research data and survey results providing convincing evidence of the importance of quality advising in the promotion of persistence toward degree completion.

The presentation discussed common obstacles to academic success and offered practical suggestions for advising adult learners. Frequent contacts with advisees, rich and rapid feedback to questions, taking a personal interest in advisees' lives and their academic journey, and knowledge of the institution's programs and curricular requirements were among the primary qualities of good advisors discussed in this presentation. In addition, the presenters emphasized the importance of accessible and reliable online information for adults to support advising. Handouts included some of the presenters' tools of the trade that illustrated the fundamentals of quality advising techniques highlighted in their presentation.

The informal nature of the presentation facilitated open discussion. Academic advisors and administrators of adult degree and continuing education programs comprised the audience.

Active Adults: The New Students on Campus

Presenter: Joe Nairn, Rochester Institute of Technology

The goals of this presentation were: to provide participants with information about the trend toward Active Adult Living Communities on college campuses, to explore a successful model of engaging Active Adults on Campus, and to motivate participants to gauge interest on their own campuses for engaging Active Adults.

The three presenters; Joseph Nairn of RIT, Claudia Blumenstock of Living Communities, LLC, and Kristen Skarie of Teamworks enjoy a special partnership, which brings together higher education, health care, business development and facilitation, and gives them the unique opportunity to offer the following services:

- Explore areas that present opportunities for active adults and create additional revenue streams
- Identify, establish and maintain relationships with active adults
- Advice in creating intergenerational opportunities for students through which Active Adults mentor and volunteer
- Assist you in creating an Advisory Committee to initiate and manage the process of inviting active adults onto campus.

There is an exciting trend afoot as Active Adults (55+) return to college campuses. Universities are creatively opening their doors to “baby boomers” who want to be engaged intellectually, socially, physically and spiritually. Through lifelong learning institutes, selected classes, events, and programs, active adults are making it clear that they want to grow and learn in an entirely different way than perhaps their parents did. There are nearly sixty active adult communities around the United States that are embracing this new “senior”. Living communities affiliated with universities are quickly becoming a viable way to collaborate, partner and involve a growing and significant group of Seniors in our society.

Participants in the session were asked to assess their own campus environment in terms of:

- Is there interest in engaging Active Adults on your campus?
- Are there resources —programs, classes, facilities — which could be better utilized?
- Is your President interested in pursuing the Active Adult niche?
- Do you have a strong alumni base?
- Do you have interested, willing and able faculty and staff to support these new learners?

Participants also receive information about the:

Active Adult Engagement Model: Continuum of Engagement
Inclusion Collaboration Immersion

Considerations at all points of engagement:

- Legal/risk implications
- Designated career background of active adult for advising
- President level buy-in
- Comprehensive campus wide buy-in from both academic and student affairs
- Faculty approval for course related issues (seat availability, appropriateness, etc)

1. Inclusion

Identify, establish, and maintain relationships with active adults

- Invite individual active adults from local community to participate
- Form relationships between active adults and students
- Academic opportunities for taking classes, listening in, etc.
- Help out on campus with events, conferences, interviewing
- Invite active adults as guest speakers
- Explore underutilized resources as possible revenue source

2. Collaboration

Establish relationship with active adult living communities for all of the above PLUS:

- Student opportunities for internship, coop, coursework at Community
- Faculty to teach at Active Adults Living Community
- Partner with existing communities

3. Immersion

All of the above PLUS:

- Build a living community - use of land on, adjacent, near campus
- Include housing (for sale and lease), meals, amenities, programming

Continuing Higher Education on the Cutting Edge: New Strategies for Meeting the Needs of Diverse Learners

Presenter: Nancy Gadbow, SUNY/Empire State College

One of the key features of continuing higher education over the years has been its visionary approach to developing needed educational programs and meeting the needs of a diverse population of adult learners. This session focused on ways to use a range and mix of approaches and technologies to meet the needs of adult learners today in various learning settings. Whether considering pre-professional or continuing non-credit education, CHE has moved from primarily the classroom and corporate training room to many different types of settings, including distance education and e-learning, and has instituted the use of “blended” or “hybrid” strategies.

Adult learners today include people from many different backgrounds and experiences with a range of learning styles and abilities. They may be young adults eager to prepare for a career, employees seeking to upgrade skills, or mid-life career changers returning to school. Some adults may have been away from formal learning for many years and full of doubts about their ability to succeed, while others have been involved in active learning for many years and seek innovative content and approaches to learning. Whatever the differences, it is clear that planning programs and effective strategies to meet their needs requires knowledge of these learners, who are not “tube socks” – one size definitely does not fit all!

CHE programs that successfully meet these learners where they are have discovered how to blend classroom with web-based activities, group learning with individualized independent study, new technologies with small-group discussions, and flexibility and responsiveness to the needs of the learners. At the same time, such programs are not afraid to experiment and lead in new directions while maintaining the quality and timeliness of their educational offerings.

One important standard for measuring the effectiveness of all types of CHE programs today is whether they are truly responsive to the needs and interests of the adult learners they seek to serve. They should provide services that help adults overcome barriers to learning, understand themselves well as learners, and become competent self-directed learners. Such learners will continue to seek more learning and will be lifelong customers for CHE!

This session included case studies, examples of successful programs, and handouts describing effective strategies for blending technologies and approaches. The participants also shared some of their experiences and discussed successful approaches and ideas.

Frameworks for Best Practices in Continuing Higher Education: Reports from a Yearlong Project Involving CE Professionals

Presenters: B. Christopher Dougherty, Rutgers University-Camden and Patricia A. Lawler, Widener University

This session reported on a yearlong project begun in Newport at the ACHE Annual Meeting and involving over thirty participants who contributed to a conversation about standards and practices in a range of areas associated with CE. The session provided participants with print and web-based media that can be used as resources for campus-based planning, especially in the areas of program development and accreditation. It presented the moderators' work to enhance and expand the matrix of resources, and also allowed participants to contribute further to the resources included.

After compiling information over the course of the year, the presenters distributed the updated matrix of resources to participants from the previous year's conference approximately two weeks before the annual meeting date, inviting their responses and encouraging them to provide additional resources in any of the categories that they saw as being appropriate. These include the following areas:

- Accelerated Degree/Adult Degree Completion Programs
- Corporate Learning/ Outreach
- Marketing
- Instructional Technology/ Distance Learning
- Faculty Development
- Planning and Resource Allocation
- Assessment of Student/Adult Learning
- Student Support Services
- Ethics and Integrity
- Organizational Effectiveness/ Leadership

The participants were presented with the web-based version of the resources, which may ultimately be linked to the ACHE web site.

Taking Advantage of the Online Evolution

Presenter: Richard Bothel, Lamar University

This interactive presentation purposefully is named "Taking Advantage of the Online Evolution" because it differentiates "online evolution" from the traditional development and offering of online classes. It proposes that by taking a new approach to the development of an eLearning Center, success can be assured.

"eLearning" is defined as a program delivering the majority of its instruction through technology, usually the Internet. Over the past few years training research shows that online courses in the United States have not delivered their promised "revolution" of program delivery. Online courses have experienced high dropout rates. Many students have become unwilling to take web courses and there has often been an overall dissatisfaction with eLearning. eLearning has been labeled as "non-human" and is in conflict with traditional learning paradigm. Proprietary systems and a piece-meal approach to delivering eLearning to various populations have achieved limited success.

Despite the lack-luster success of the implementation of eLearning programs, course numbers have seen moderate growth. There is currently about a 13% preference for eLearning programs. No matter what the economy, people will always need to be trained. eLearning is not going away and offers a bright future for those who can overcome some major implementation hurdles...mainly the implementation cost barrier. Development of open architecture and universal standards are moving program development forward. Lower costs are made available through these standardizations and collaborative programs between program developers and various vendors. A key paradigm shift that recognizes the importance of bringing "learning" to the

“student” make eLearning’s capability of being personalized to individual student needs become important.

ROI (Return on Investment) has been the driving factor in limited the expansion of eLearning. Lower costs through vendor/developer collaboration are the first step, but the second important step is getting organizations to recognize the importance of newly defined ROV (Return on Value). Individual students and organizations must understand the eLearning enables “success.” eLearning and knowledge management go hand-in-hand. Nobody’s as smart as everybody. Just-in-time (JIT) eLearning allows individuals to access information when it is needed and important to the success of the “job of the moment.” This philosophy must be the under-pinning of marketing eLearning programs. Peter Drucker’s well-know statement: “If you want it, measure it. If you can’t measure it, forget it” needs to become the watchdog of successful eLearning. People must be assured that learning programs will support their future success in business or life. The emergence of the chief learning officer (CLO) in some business demonstrates the importance to integrating learning into daily activities that lead to the success of the organization.

It’s easier to invent the future, than predict it. The presentation concluded with implementation strategies and presentation of a vendor program that delivers the promise of eLearning to interested institutions. For eLearning to be successful implementation costs must be low and programs need to be based on the specific needs of the target population. Interactive examples are given of needs assessment and vendor programs.

Continuing Education for Boomers—Retiring But Not Shy

Presenters: Christina Butler and Julie Maurer, Over 60 Learning

Community colleges are uniquely situated to offer leadership to higher education in the development of continuing education for the 77 million baby boomers who will retire over the next 20 years. Boomers’ health, wealth, skills and career accomplishments mark them as different from earlier cohorts entering retirement and suggest that the 20-30 years of active life ahead of them before “old age” represent no less than a new life stage. Society currently offers no structure to assist retiring boomers in the discernment of opportunities for growth, continued active engagement with life, and contributions to society.

During the past few years several community colleges have introduced programming targeted to boomers under the banner of a national initiative called “The Next Chapter”—Central Florida Community College, Mesa Community College, and Cuyahoga County Community College. Sponsored by Civic Ventures, a nonprofit organization that works to expand the contributions of older adults to society, the Next Chapter’s guiding principles view older adults as (1) active and ready to learn; (2) highly diverse in their interests and skills; (3) interested in meaningful civic engagement. Although individual programs differ in name and in specific offerings, all Next Chapter programs include these core components:

- Life planning assistance
- Meaningful engagement opportunities through employment and service
- Continued learning for new directions
- Peer and community connections

A year and a half ago Columbus State Community College’s (CSCC) Continuing Professional Education Department committed to developing a multi-phase Next Chapter program, beginning with a Lifelong Learning Institute targeted primarily to older retirees. At the same time, the department began offering a six-week non-credit course aimed at midlifers called “The Power in Planning for Midlife and Beyond.” Within a year the midlife planning course evolved into a design for Phase 2 of Next Chapter, “The Transition Network (TTN),” to address workforce retooling skills and post-career choices of midlifers (50+) and baby boomers.

An internal grant is currently funding start-up activities that include partnerships with local employers through Human Resources Departments to provide personal renewal workshops and focus groups to assist in the identification of needed services that might include life planning opportunities, education/training for new careers, gateway to community service, resources for financial planning, support for caregivers and leadership development. Plans include the possibility of affiliation with an existing 500-member TTN in New York City founded 5 years ago to support the transition needs of professional women.

Reflecting the energy and optimism of boomer expectations for retirement, CSCC's Next Chapter program is called *The Time of Your Life*. The invitation reads "Hey, Boomers, come to Columbus State for *The Time of Your Life!*"

Market Research: The Key for Keeping Continuing Education at the Cutting Edge

Presenter: Carol B. Aslanian, President, The Aslanian Group

Now more than ever, continuing education is witnessing dramatic changes in the marketplace it seeks to serve as well as intense, increased competition for adult students – both externally as well as within its own institutions. New audiences continue to appear while at the same time traditional audiences are demanding alternative means and formats for gaining the skills and knowledge they need to enter, advance in, and change their careers.

This session offered concrete techniques and data collection options on how to locate new and expanded opportunities and to collect reliable data on what to offer to whom, where, when, and how. Equally important, it also discussed ways in which continuing educators can work within their own institutional settings to complement as well as cooperate in the offering of programs and services to the greater community of adult learners...both near and far.

To understand adult student market research, as carried out by the author for more than 300 institutions, it is critical to understand the approach that underpins it: demand analysis. The literature on market assessment is replete with surveys that assess need. Most institutions – even established research firms – have conducted surveys to identify adult "interest" in certain courses and certain ways to learn. These surveys are often erroneously aimed at finding out what adults say they need. But times have changed. Limited funds, the proliferation of self-supporting campus programs, the integration of adults through the college campus, the prevalence of online learning and the for-profit sector, and increased competition require colleges to examine more than just "interest".

Developing new recruiting strategies and programs for adults is a risky business for colleges. Methods used in recent years to quantify and characterize new programs have been inadequate because they do not examine market demand, tend to use projections of past enrollment growth, and rely on inadequate techniques of needs assessment. Surveys of adult learning that deal with "need" or "interest" have yielded results that grossly overestimate what adults actually will do. This is probably because needing or being interested in something does not automatically mean that adults will study something. While many adults need more education, need alone rarely gets adults onto campus. If it did, colleges would be overflowing with adults who could benefit from more education.

This session focused on using hard data to make hard decisions. It discussed the rationale for conducting effective market research – where, when, how, with whom, and for what purposes. Specific topics covered include:

1. Need vs. Demand

2. Hard Data vs. Soft Data
3. Short-term vs. Long-term Applications
4. Cost-effective Market Research
5. Alternative Methods for Collecting Data
6. External Sources of Data
7. Internal Sources of Data
8. Analyzing Your Service Area
9. Analyzing Your Competition
10. Surveying Recent Adult Learners
11. Surveying Employers and other Organizations
12. Surveying Other Populations: Inquirers, Applicants, Leavers, Current Students, and Alumni
13. ...and much more

At the conclusion of the session, participants had a better understanding why and how to engage in market research activities in order to increase their college's share of the adult student market in their service areas. Using and applying the principles of supply and demand, adult student market research will add students and revenue to your programs.

Writing for Publication

Presenters: Barbara E. Hanniford, Cleveland State University, and Patricia A. Lawler, Widener University.

Scholarly publications are the coin of the realm within higher education. Building a body of literature for our field is one way in which we can earn respect from our academic colleagues and continue to define our future and develop our profession. Some aspect of virtually every continuing educator's work merits publication. Through writing for publication, we provide leadership to our field and lend support for changes in practice.

In *The Work of Writing*, Elizabeth Rankin speaks of "contributing to the professional conversation." Our profession needs those contributions, and although writing isn't necessarily easy, joining in the conversation isn't as difficult as it might seem. And, not only will you be contributing to the growth of our field, you'll be stretching yourself professionally as well. The review process will provide very useful input that will help you develop as a writer, whether or not your piece is accepted for publication.

Getting Started

A starting point is obviously identifying a topic and a potential publication. As you consider a topic, begin with your own interests and what you know. This may be a research project you've undertaken, or it may be observations and analysis based on your experience with programs or students. A next step is to identify a publication that might be a good fit.

All journals contain manuscript guidelines that give potential authors some specific direction, such as the types of articles sought and maximum length. For instance, the *Journal* accepts opinion pieces whereas not all journals do so. Manuscript guidelines also indicate the purpose of the publication and the audience it serves. The guidelines cover the manuscript review process and tell you what style manual to follow. Note that the *Journal* also now accepts "Best Practice" manuscripts that are more descriptive and not necessarily research-based or conceptual.

As you begin developing your article, keep two things in mind: purpose and audience. Frequently, manuscripts lack a clear statement of purpose. Why are you writing this particular article? Will your purpose be clear to the reader early on? And, who is the reader? Remember

the publication's audience as you place your article in context through a literature review, discuss the results of your work, and develop implications and suggestions.

Organizing your Article

Once you have identified a topic and are beginning to develop your article, an outline will prove very useful in organizing your writing. Although one format does not fit all articles, it will be helpful if you think about the following elements and adapt them to your specific circumstances. An **introduction** briefly describes the article and introduces the reader to the purpose and need for the article. The **statement of the problem** or issue being addressed elaborates upon the introduction. The **literature review** generally follows. Even in conceptual pieces or program descriptions, the connection to other written work is important. It places your work in context and allows you to build on previous literature. If that literature is skimpy, you have all the stronger a rationale for your own article. Next, the **methodology** section describes to the reader the details of your research, if you have done a research study. You will need to provide enough details to allow the reader to understand your research process and assess its strengths and weaknesses. The **approach** you used may take the place of a methodology section if your work is conceptual rather than methodological. **Findings** or **results** follow, particularly if you've conducted a research study. Tables and other illustrations can help summarize your results very effectively if they're done well. If not, they may be more confusing than helpful. In a conceptual article, your findings communicate what you have learned. The **discussion** section allows you to elaborate upon your findings and relate them to the literature you've reviewed earlier. This section should be a major part of your article. **Conclusions** may be embedded within the discussion section or may be its own section. You've studied a problem or thought about an issue; now is the time to summarize your conclusions. **Implications** relate the article to your audience. How does your study inform professional practice? What do the concepts you've explored or the program model you've developed mean to readers? Finally, you'll likely have **suggestions for further study** to share with readers. What question arose from your research? What would be the next steps in extending program model? You can share these suggestions and bring the article to a close in this section.

Writing Well

Your ideas and approach must be sound, but your writing mechanics are equally important to reviewers and editors. A few suggestions follow.

1. Write as simply as possible. A densely written manuscript will lose readers.
2. Be wary of jargon. Define terms or concepts and state your assumptions clearly.
3. Pay attention to the conventions of the journal to which you may submit your article. Try to get a feel for the writing styles, though you'll have your own style as well, however.
4. Write in the active voice whenever possible. This makes for clearer, livelier reading.
5. The *Journal* uses the *Publication Manual of the American Psychological Association, Fifth Edition* as its style manual. APA style recommends writing in the first person. However, some journals use the more formal third person approach.
6. Beware of misplaced modifiers, dangling participles, and other writing problems.
7. Avoid clichés. Instead, search for a more original way to communicate your message.
8. Follow the style guidelines of whatever manual the publication uses (such as APA style). Pay particular attention to correct reference citations and a matching reference list.
9. Find someone to read your work and make helpful suggestions. Also, have someone proofread your manuscript before you submit it.

The former editor of the *Journal*, Donna Queeney, wrote a message from the editor in the Spring 1996 issue (vol. 44, number 2, pp.2-6) that expands upon the contents of this summary and helped form the basis for it. Other helpful resources are *The Work of Writing* by Elizabeth Rankin (Jossey-Bass, 2001) or *Writing for Publication: Steps to Academic Success* by Kenneth Henson (Allyn & Bacon, 2005). We encourage you to investigate these and other resources, and start "Defining Your Future!"

Saturday Scholars®: Connecting the Past, Present and Future in Adult Education

Presenters: Linda Marion and Jeff Hand, Drexel University

Abstract

Saturday Scholars® (SS) is a degree completion model for adult undergraduate education that is complementary to rather than competitive with traditional academic departments. The focus is on flexible applied programs that remain attuned to the needs of students and industry. SS has successfully appealed to nontraditional adult learners. The B.S. in Computing Technology (CT) provides a case study to examine lessons learned. The presenters discussed strategies for partnerships within academia and reported factors influencing minority enrollment.

Session Description

Background

Goodwin's tradition of offering a university education to students who are working full-time began more than a century ago. The Evening College, as it was then named, began to grant baccalaureate degrees in 1950. In the past two years the College introduced the Saturday Scholars® program and developed new full-time majors in Computing Technology, Applied Engineering Technology, Construction Management, and Sport Management. Goodwin College, with a current student population of 960 part-time and 376 full-time, prepares its graduates for successful professional careers by providing practical education in several areas of technology, applied management and liberal studies.

B.S. in Computing Technology (CT)

Drexel University has significant name recognition in technology-related fields with well-established programs in Computer Science, Management Information Systems and Information Systems. Students typically complete three six-month paid internships to prepare them for industry. These programs appeal to traditional undergraduate students without substantial subject experience before college and who begin their careers when they graduate. The CT program, on the other hand, focuses on adults who already have work experience in some computer technology area. Thus, CT courses focus on educating the computing technologist for hands-on application work in business and industry.

Course content reflects the expectation that students are familiar with technology. Faculty members have current industry experience and the curriculum is regularly updated to reflect changes in the field. An attractive aspect of SS is that students also have the opportunity to acquire prized industry certifications that add credibility to the student's degree. Thus, the CT curriculum is significantly different from the offerings of other Drexel colleges.

SS classes are structured so that students enroll in two four-hour classes per six-week term. The classes meet on Saturdays throughout the year. CT classes are oriented to hands-on learning in modern computer labs. The program is geared to students who completed two years of college (although students can enroll in evening classes to make up deficits). Credit is granted for courses successfully completed at other institutions.

Student Profile

SS students differ from the usual profile of adult students. Table 1 summarizes some key demographic differences between published data for all adult learners and Saturday Scholars®. The typical adult learner has been described as a middle-aged white woman with higher than average income (Aslanian, 2004; Gately et al., 2004). The typical SS student is male, aged either in his late 20s or early 40s. The student body includes a substantial proportion of students from groups usually underrepresented in adult education and reports a lower income than most adult learners.

Table 1. Comparison of Saturday Scholars® students and all adult learners

	Saturday Scholars®	All Adult Learners
Gender	69% male	30% female
Median age	25-29 – 23%, 40-44 – 23%	38
Employed fulltime	89%	39%
Married	48%	66%
Median family income	\$40,000	\$50,000
African-American /Latino	39%	12%

Reasons for Choosing Saturday Scholars®

The results of a student survey indicated several factors that influenced the decision to enroll in Saturday Scholars®.

1. Drexel University is a recognized brand for technologically-oriented education and earning a Drexel degree is very attractive in industry.
2. The Saturday format is practical because most students work fulltime and often found it difficult to complete evening classes because of work demands.
3. Students welcome the accelerated format, which focuses on just two subjects at a time.
4. SS is designed with multiple access and exit points. Students often have attended several institutions without completing a program. They do not want to retake an English or History class due to rigid curriculum requirements. Related to this is the concern that they might be unable to complete SS and have “nothing to show for it.” In response to these concerns, prior coursework is generously evaluated and students can earn industry certifications as they progress through the program. Thus, students do not have to repeat non-major related courses. If they do have to leave the program they are more likely to have concrete achievements they can show to an employer.

Minority Enrollment

As detailed above, SS students include a substantial proportion of underrepresented groups. The factors contributing to this distribution include: (1) marketing the program locally; (2) accelerated Saturday format; and (3) perceived value derived from the Drexel brand, transferable credits and potential to earn industry certifications.

References

Aslanian, C. (2004). “Back to the future: Adult student demands today and tomorrow.” In I. Barrineau (Ed.), *Proceedings of the 66th Annual Meeting of the Association for Continuing Higher Education*, Newport, RI, Oct. 30-Nov. 3, 2004, 18-20.

Gately, S., Kvamme, L., Nairn, J., Shena, L., Torick, M. (2004). “You gotta’ have art: An experiential Approach to learning.” In I. Barrineau (Ed.), *Proceedings of the 66th Annual Meeting of the Association for Continuing Higher Education*, Newport, RI, Oct. 30-Nov. 3, 2004, 40-41.

Be a Wildcat Wherever You Live! Marketing Continuing Education Programs in a Changing Culture: A Case Study

Presenters: A. David Stewart, Melinda Sinn, and Kristin Brighton, Kansas State University

“Be a Wildcat Wherever You Live” is a Kansas State University Options Plus promotional campaign that started out focused on Northeast Kansas and has grown in its second year to include Western Kansas. The design of the promotional campaign is to inform potential students of the options available through K-State distance education, evening college, and 2 + 2 partnerships with community colleges throughout the state of Kansas.

K-State has found the distinction between traditional students and continuing education students is diminishing. Between family demands, economic necessity and professional responsibilities, a

growing percentage of our students are opting for alternative ways to earn their degrees that complement the complexities of their lives.

Whether the student is 18 years old and is taking general education requirements at a community college to reduce tuition costs or is a working professional taking classes via distance education after her children are in bed, many K-State students are piecing together the academic credits needed for their degrees from a menu of course-delivery options. Included on this menu are:

- Traditional on-campus courses (offered face-to-face during the day)
- Evening college courses (night or weekend courses offered face-to-face)
- Distance education courses (offered online and/or using other media such as CD-ROMS or video/audiotapes)
- Face-to-face courses from another college or university, which are later transferred to K-State
- Distance education courses offered through another college or university, which are later transferred to K-State

K-State has embraced this change and is using it as an opportunity for future expansion and growth. The following facts now are being taken into consideration when marketing continuing education programs:

- Students have many options when choosing where to spend their tuition dollars, and they are not afraid to split those dollars between multiple institutions.
- K-State must demonstrate that it caters to students' needs for flexibility without compromising the quality of the educational experience.
- Establishing strong partnerships with state community colleges will funnel students later to K-State either as traditional transfer students or distance students.
- Building a strong reputation as a distance education leader will attract students from around the state and nation to our University who might not otherwise consider K-State because of geographical considerations.

Campaign Development

Thus, Kansas State University's Division of Continuing Education partnered with a local communications consultant to develop its first full-scale advertising campaign — on an affordable budget! For its first phase, the campaign was designed to target potential bachelor's degree candidates living in northeast Kansas who had some college experience but had not completed a four-year degree. The goal of the campaign was to create awareness in the target audience that people have many options for attending K-State without quitting their jobs and relocating to Manhattan, Kansas.

A few major decisions made during the development process shaped the outcome of the campaign:

1. Promote a simple message that highlights the University's response to changing student needs — Considering students' new "al a carte" approach to piecing together a degree program, the consultant recommended that the campaign package all continuing education opportunities under the single program name "K-State Options Plus" to simplify our message for a mass audience.
2. Capitalize on existing "Purple Pride" in the region — Because K-State Football already receives a lot of attention in this region, the consultant recommended we use the University's Willie the Wildcat mascot in our campaign. We thought it would be novel to see Willie associated with academics instead of athletics and anticipated that Willie's popularity would "open doors" for our message. Willie became an "everyman" character in the campaign to represent continuing education students living in various communities in Kansas.

3. Highlight K-State connections outside of Manhattan — Because the campaign was targeting people living outside of Manhattan, Kansas, we took Willie on the road and shot photographs of him “studying” at locations identifiable with various communities in the region. This highlighted the fact that people are living and working all over the state while also working on degrees at K-State. Interactions with the public while on location proved to be good public relations for the University. In summer 2005, we plan to take additional photos of Willie in two other regions in the state, as well as photos of him with students at partnering community colleges.

Budget limitations also shaped the nature of the campaign. Marking the Division of Continuing Education’s first venture into television, the campaign’s \$35,000 initial budget (which included costs for development and media placements) restricted how the commercial could be shot. It proved cost prohibitive to take a full television crew on the road around the state for several days, so a skilled photographer and video editor combined efforts to come up with a creative, professional end product. Funding for the campaign was built into annual marketing budgets.

All-and-all, the ongoing campaign has been declared a success. To date, the campaign used television, direct mail and print medias. We also developed and sold a retail calendar of the photos to further spread our message and generate revenues for future marketing efforts. The campaign was expanded and implemented statewide in 2005 and repackaged in a related campaigns targeting alumni promoting distance education master’s programs.

Because of this campaign, people throughout the state are made more aware of the existence of K-State distance education, they are more aware of partnerships with community colleges, and they are more aware of K-State being available to help them put together an education package that works for them. The popularity of the school’s mascot has enhanced K-State’s overall image as an institution that reaches out to all people of Kansas.

Winter Intersessions

Presenter: Philip A. Greasley, University of Kentucky

Winter Intersessions are being adopted at postsecondary schools around the nation. Doing so provides opportunities to advance student progress to degree, allow students to balance academic loads across the full year, and experience enrichment courses otherwise impossible to fit in to their schedules. Intersessions also enhance income to the postsecondary school.

The University of Kentucky’s first year of Winter Intersession did all these things while generating a significant profit that was split between the provost and offering colleges.

UK’s first experience with Winter Intersession paralleled that of other schools around the nation. Predominantly junior and senior students enrolled, largely with an eye to advancing their graduation. Students loved the term and their learning in Intersession courses. They enrolled primarily to advance their progress to degree. Faculty were more measured in their responses but felt that, with significant advanced planning, short Intersessions can provide quality-learning experiences. Our most difficult course, business statistics, brought a very positive response from the Statistics department chair.

Issues for schools to consider in offering such a short, intense term occurring over the holidays include: providing students with full course syllabi and instructor information long before the term starts, ensuring strong instructor preparation before start of term, orchestrating options for dividing up long class sessions, and providing a wide range of academic and student support services including library hours and services, computer and online course support services, registrar and advising hours, housing options for students, on-campus food service options,.

Failure of any of these will jeopardize the academic, popular, and fiscal success of the Intersession.

UK will continue to offer Winter Intersessions. The second year program appears likely to approach twice the size of the first year.

Creating a Multi-Institutional Online Certificate Program

Presenters: Brad Cahoon, Jan Smith, and Mike Healy, University of Georgia

This presentation explained the purpose, development, and operation of a healthcare management certificate program administered by the University of Georgia Center for Continuing Education. As a collaboration with several public colleges and universities in Georgia that are often competitors for continuing education enrollments, this program has presented unique challenges and benefits.

The Healthcare Management certificate program is an initiative of Georgia LEADS (<http://www.georgialeads.org/>), an office of the Board of Regents of the University System of Georgia that helps coordinate the continuing education resources of the System to support the economic development of the state. The program is designed for nurses, therapists, and other healthcare workers who have become front-line managers. It consists of six modules combining face-to-face and online instruction.

The staff of Georgia LEADS formed an advisory council representing healthcare professional associations and helped this group identify training needs and propose a draft curriculum. Georgia LEADS then requested proposals for the development of the program. On being awarded a contract for this work, the Georgia Center formed a development team that refined the curriculum. The Georgia Center then called for proposals from other University System of Georgia schools for the authoring of the individual modules, based on a “scope of work” document. The online components of each module were then created by web developers at the Georgia Center, using a standardized template to ensure consistency and ease of use.

A goal of Georgia LEADS in this project has been to encourage participation by multiple institutions. In addition to sharing content development responsibilities, the Georgia Center sought to define a business model and an instructional design that would create clear mutual benefits for partnering institutions.

The team decided to deliver each of the six modules in a blended format. Modules begin with a half-day face-to-face session, conducted on a partner institution’s campus and led by an instructor from that institution. Over the next four or five weeks, that instructor leads the class through a series of online lessons and activities. The module concludes with another half-day face-to-face session on the partner campus.

This instructional design is effective for this audience because it minimizes problems with scheduling and transportation, a key requirement for busy healthcare workers. The initial face-to-face session helps each class cohort develop into a learning community and also provides orientation to the basic computer skills needed for success in the online parts of the module. The final face-to-face session allows the instructor to assess learning in ways that triangulate the outcomes of online assessments.

The blended format also ensures that both the partner schools and the Georgia Center benefit from each offering. Instructors are compensated by the Georgia Center, which receives and processes enrollment through a secure web site. The partner institution is responsible for local

scheduling, logistics, and promotion. After cost recovery, the bulk of revenue is returned to the partner schools.

A critical factor in the success of the Healthcare Management certificate program is marketing, construed in the broad sense as planning for product development, pricing, delivery, and promotion. A particular challenge in this case has been providing marketing resources to partner schools and working with them to coordinate promotion. A web site (<http://www.gactr.uga.edu/is/healthcare/>) is the focal point.

Uniform statewide pricing has been essential to ensure the harmony of the consortium. A package price for all six modules creates an incentive for students to complete the program. Discounts are available to members of various professional associations and to healthcare organizations that enroll groups of employees.

As of October 2005, modules were scheduled at nine schools with three more in the planning stage. Registrations are low, but growing. The participating of large healthcare systems is seen as important to the success of the program, especially in the rural areas of Georgia that are in greatest need of the training. In the future the program might be offered in a fully online format to audiences beyond the state.

For additional information, please contact
Brad Cahoon, brad.cahoon@gactr.uga.edu (web design and administration)
Jan Smith, jan.smith@gactr.uga.edu (curriculum development and project management)
Mike Healy, mike.healy@gactr.uga.edu (marketing)

Reference

Georgia Department of Community Health, "Report of the Health Care Workforce Policy Advisory Committee," <http://www.georgianurses.org/pac2003annualreport.htm>

The Eight Cardinal Rules for Continuing Education Department Fiscal Management

Presenters: Marcelle C. Lovett and Steven J. Borowiec, University of North Florida

Gone are the days when continuing education departments and programs could rely on annual financial support from the college or university budget. Widespread budget cuts, funding call backs, and mandates for increased productivity ("doing more and more with less and less") are the new norms of the 21st century in higher education and elsewhere. Emphasis on increasing credit student populations to generate additional FTE for the college or university have left largely non-credit continuing education departments on their own to generate financial resources to support themselves. In addition, cash-strapped colleges and universities have turned more and more to auxiliary enterprises, such as continuing education departments, to help replace the funds lost through the various budget cuts and callbacks. Never before has it been more important for college and university continuing education programs to not only be self-supporting, but also to be revenue generating for both the continuing education department and the institution as a whole.

The following Eight Cardinal Rules for Continuing Education Department Fiscal Management will dramatically increase the likelihood of achieving and maintaining financial success for college and university continuing education departments. These rules are based on recent literature from LERN and other organizations, as well as on decades of experience from some of the most successful continuing education programs in the United States.

Rule # 1: Diversify, diversify, diversify. Just as in the personal and corporate financial worlds, it's always better to have a good number of financially successful programs rather than just a few, or worse, just one. So diversify your program offerings. Program diversification is especially vital when the economy shifts. A recommended rule of thumb is that no one program or department should comprise more than 20% of your department's gross revenue.

Rule # 2: Save for the inevitable drought. It's easy to spend when times are good and revenue is flowing in. But don't be lured into a false sense of security just because the continuing education economy is robust. Smart continuing education managers know this, and price programs and activities to ensure a minimum of 10% "profit" over and above all direct costs. Cash reserves are vital, especially to pay full-time employee salaries and benefits.

Rule # 3: Develop sound budgeting strategies and stick with them (but be willing to adjust to changing circumstances). Today's college and university continuing education departments typically function as for-profit businesses in a non-profit environment. As such, they must develop sound budgeting strategies to ensure their success and continued viability. Recommended strategies include the following:

1. Departmentalize all program areas for financial analysis, reporting, and accountability.
2. Determine the cost of department overhead (non-revenue generating personnel such as secretaries, top administrators, marketing personnel, etc.) and institution overhead (what the institution expects your department to contribute on an annual basis).
3. Meet with your program managers and generate your budget from the bottom up. Ask for their enrollment forecast for the upcoming fiscal year. Evaluate trends and enrollment cycles that will impact your bottom line and margins.
4. Track each department's budget (revenue, expenditures, and net) on a monthly basis.
5. Be willing to make financial adjustments to the strategies as circumstances dictate.

Rule # 4: Develop key ratios for success. While every college or university continuing education program is different, they can all benefit from key ratios for success developed by the Learning Resources Network (LERN) and others. Establish internal benchmarks for program areas using key ratios for success.

Rule # 5: Cut costs. According to LERN in "The New Rules of Lifelong Learning" (Draves, 2002), "Costs have to be cut, not covered." Smart managers develop an internal process to financially analyze a new product line or service and determine a go/no go decision well in advance of spending the first marketing dollar.

Rule # 6: Increase revenue. Here are six proven ways to increase revenue.

1. Develop new programs or program spin-offs of already successful programs, thereby attracting an established target demographic to new or significantly revised courses.
2. Develop new products such as books, pamphlets, CDs, and other program supplements or replacements.
3. Include a value-add proposition so it justifies a fee increase but the perceived value is more than the adjusted fee.
4. Develop new delivery systems for existing programs such as developing a distance learning format for an already successful instructor-led program.
5. Increase prices. While this may result in fewer program participants initially, it will increase revenue in the long run with less work for your staff.
6. Sell advertisement packages to businesses for promoting their products and services via the college or university continuing education marketing efforts.

Rule # 7: Market smart. It really doesn't matter how "good" your continuing education programs are or how dynamic, up-to-date, and student-focused your instructors are. If you can't get people in your programs through smart marketing, your department is headed toward financial disaster. Smart marketing has little to do with how many brochures, fliers, HTML ads, or emails you

department generates and has everything to do with how effective they are in selling the program and in getting the attention of the customer or client.

Your customer database is another key element in smart marketing. Ensuring data integrity (accuracy) is very important as well as continuously adding new contacts.

Rule # 8: Build relationships with your customers. According to Patricia Fripp (2004), "There are really only two types of customers: those who know and love you, and those who never heard of you." All businesses spend money trying to get new customers, but your continuing education department's marketing money is best spent building relationships with existing customers because you want to keep them.

Conclusion

College and university continuing education departments undoubtedly face some of the same tough challenges as other areas in higher education: increased competition for students and program participants, smaller corporate education and training budgets, and higher costs for products and services. What sets continuing education departments apart and makes the challenges even greater is that there is no built-in revenue stream such as there is in credit-generating programs. The only allocation many continuing education programs receive is the one they generate themselves through their sales, marketing, and customer service initiatives. Paying close attention to the Eight Cardinal Rules for Continuing Education Department Fiscal Management can help ensure that these programs not only survive in lean economic times, but also thrive and grow in less than ideal conditions.

Leadership and Authority in Continuing Education: A Retrospective Look at Changing Roles and Responsibilities

Presenters: Patricia Brown, Western Carolina University; Raymond Campbell; Chris Dougherty, Rutgers University-Camden; Lynn Penland, University of Evansville; Edna Farace Wilson, Fairfield University

The destiny of continuing education is an important issue. For many years continuing education leaders have been passionate about the transformative power of education in the life of adults who are returning to school. Now, however, interest in lifelong learning has moved beyond continuing education units. Administrators who in previous years were concerned only with traditional programs and traditional students now realize that non-traditional students and non-traditional programs represent important issues for their institutions. As the boundaries between traditional and non-traditional education become blurred, the roles and functions of continuing education leaders are changing. This session discussed the nature of these changes and the structural responses to these changes.

This session presented the findings of an online survey of continuing education leaders. The survey examined a number of factors that influence levels of authority and the capacity for leadership. Conducted by the ACHE research committee, the survey is an updated, 2005 version of an ACHE-funded survey conducted by Patricia Brown in 1993.

Respondents were institutional representatives of ACHE member institutions. More than half of the respondents were from public institutions and most were from four-year colleges or universities. The most common structure for the respondents' continuing education unit was a division, although responses indicated that when the continuing education units were organized they were equally likely to have been organized as a program, a department, or a division. Nearly two-thirds of the respondents indicated that the title for their continuing education unit had changed at least once since it was established. The chief administrator for the continuing education units was most commonly a dean or a director who was most likely to report to a vice

president or provost. More than half of the respondents described their unit as “somewhat autonomous,” with the second most common description being “very autonomous.” Most of the units offered a variety of types of programs including credit programs for both degrees and certificates as well as non-credit courses for both personal and professional development. Just over half of the units also had responsibility for summer credit courses. Nearly all institutions represented by respondents offered classroom instruction on campus and at off campus sites, and nearly 80 percent offered Web-enhanced and Web-delivered courses. Approximately 40 percent offered video conferencing. One-third of the respondents felt that their unit was widely accepted by their institution’s faculty, while more than one-half felt it was merely tolerated. As respondents look to the future nearly three-quarters envisioned their unit being larger in the next five years.

The results of the 2005 survey are compared with those of the 1993 survey to describe changes that have occurred in the last 12 years. Highlights of the comparison follow. In both 1993 and 2005 the most common two titles for the chief administrator of continuing education units were dean or director. Respondents in both the 1993 and the 2005 surveys most commonly described their units as somewhat autonomous. Not surprisingly, the most dramatic change over the 12 years was in the role of technology in the delivery of courses. In 1993 less than 10 percent of respondents were involved in computer-aided instruction as compared to nearly 80 percent in 2005 who reported using the Web and more than 40 percent using video conferencing. On the question of predictions for the future of the unit, responses from the 1993 and 2005 surveys were similar with two-thirds and three-fourths of the respondents expecting their units to be larger in the next five to eight years.

The information from this survey can be useful to continuing education leaders who frequently feel isolated on their campuses and therefore have difficulty gauging what is happening at other institutions. As practitioners continuing educators rarely have a chance to discuss important continuing education issues with others who share their passion for non-traditional students and programs. The opportunity to learn the status of the profession at this point in time and to hear how others are coping with major changes may provide more creative and more successful responses to change.

Addressing the Issue of Online Course Orientations for Students and Faculty Participating in Online Courses for the First Time at a Higher Education Institution

Presenter: Reginald L. Oxendine, Jr., University of NC-Pembroke

This study focuses on how a higher education institution (student, faculty, and administrator perspectives), the University of North Carolina at Pembroke (UNCP), addresses the issue of online course orientations for students and faculty participating in online courses for the first time. The Office of Continuing Education and Distance Education (CEDE) at UNCP has offered online courses and programs since 2002. Approximately sixty online courses including graduate and undergraduate courses are offered each semester. Internet based programs at UNCP also include the B.S. in Business Administration with a concentration in Management for graduates of accredited two-year colleges. All subjects and requirements for the Masters in Public Administration (MPA) are also offered online. Both programs can be completed entirely over the Internet.

In 2003 UNCP began offering structured face-to-face orientation sessions to help properly prepare new online faculty and students who are beginning their online course experience. UNCP offers all online courses using the Blackboard Course Management System. Currently, UNCP defines an Online Course Orientation (OCO) as a face-to-face session, online tutorial, and blended components designed to provide the learner with information about online course

development, navigation, and completion. These sessions are offered two days before the start of each semester and include four face-to-face sessions during the fall and spring semesters and two sessions during each summer session. The sessions are approximately two hours in length.

The sessions are labeled “mandatory” to encourage student participation. While advising students, faculty members encourage students to participate in these sessions. Currently faculty members preparing to teach an online course aren’t required to attend OCO sessions but many attend to learn more about online courses. A high percentage of UNCP’s online students reside outside the campus region while others have schedule conflicts and can’t attend face-to-face sessions. UNCP offers two alternative methods to complete the OCO including a web based tutorial and a CD-ROM tutorial that provides the same information discussed in the face-to-face sessions. These various formats provide orientation opportunities for all online course participants at UNCP.

This study was designed to collect qualitative and quantitative data from participants. It was important to triangulate and look at the student, faculty, and administrative aspects of this issue. The data collection methods included interviewing and surveying faculty, students, and administrators. Finally, documents and materials related to online course orientations at UNC Pembroke were gathered to determine the current state of online course orientations at the institution.

The findings revealed by the interview and survey identified many positive institutional strategies and practices are in place to improve online teaching and learning at UNCP. These strategies and practices are not totally represented in the research literature on online course orientation sessions. The implications section of this project provided recommendations on how UNCP should address the mandatory requirement and participant preparation issues as they relate to the research questions.

The results showed that many participants felt that orientation helped the student and faculty succeed in the course. It helped determine who is motivated to complete the course. If they take time to complete the orientation, then they may be motivated enough to complete the course. Also, it would prove to be a positive step in the right direction and the students will have a better chance of learning more in the class. After attending an orientation, some students may realize that online courses are not for them. Finally, faculty and students will be on track and prepared to navigate and operate inside Blackboard.

Best Practices in Developing Adult-Centered Online Learning Environments

Presenter: Mary Rose Grant, Saint Louis University

Abstract

This session presented a model for designing, implementing and evaluating adult-centered learning experiences in online delivered courses, and identified best practices for developing part-time faculty to effectively teach adult learners. The increasing use of part-time faculty in online courses prompts the need for a formal process to develop web-based teaching skills. Presenters shared best practices in course design to improve opportunities for interactions, teaching strategies that encourage retention and behaviors that influence learning and course satisfaction.

Introduction

An increasing number of higher education adult programs are offering web-based courses, certificates and degrees to provide access and convenience to their students and to reach future markets. (Berge, 1988; Velsmid, 1997). The significant increase in the number of adults in online courses (NCES, 2001) and programs, credit and non-credit, requires a closer look at how

effective teaching can maximize the value and benefits of distance learning for students and institutions. Adult programs in higher education will continue to face internal and external pressures to provide and expand distance-learning options while maintaining academic integrity and quality of instruction, raising critical issues of accountability for today's institutions, faculty and students.

The shift from traditional on ground to online learning environments encourages a closer look at the quality of instruction and instructional design. The instructional practices of faculty and the opportunities for faculty-student interactions within the online environment can be predictors of student learning and satisfaction.

Despite the proliferation of online courses and programs, there are few studies on what constitutes effective teaching and learning in the online learning environment (Newlin & Wang, 2002). A common mistake online course developers or instructors make is trying to emulate the traditional classroom with technology-mediated interactions without the benefit of good pedagogy. Wilkes and Burnham (1991) reported that good online teaching practices are fundamentally identical to good traditional teaching practices and that factors that influence good instruction may be generally universal across different environments and populations. This session examined the "Seven Principles of Good Practice in Undergraduate Education", as modified by Chickering and Ehrmann (1996), with respect to their effectiveness and applicability to online courses for adult learners.

Research, which identified best practices in design, implementation and assessment of online instruction for adult learners and recommended practices that capitalize on the potential of web-based instruction and promote positive learning outcomes, was presented. Adult learning and constructivist learning theories, as applied to web-based education, provide the framework for benchmarking these practices (Berge, 1988; Diaz and Bontenbal, 2001).

Background

Online undergraduate courses were first offered in March 2003, in response to a feasibility study undertaken by Saint Louis University's Adult Education Program, the School for Professional Studies, which identified advantages of online learning formats for adult students. The SPS online courses were selected, designed and developed, according to the SPS Guidelines for Distance Learning, to enhance learning experiences, expand access, and provide options for educational opportunities for adult students, while sustaining learning outcomes consistent with those in on ground courses.

Two studies using student evaluations, a faculty survey and focus groups were conducted to analyze different aspects of online courses: use of technology, delivery strategies, perceived learning outcomes, learner attitudes toward distance learning, and course satisfaction. Descriptive and inferential statistics were used to summarize data. Qualitative data, collected from faculty peer reviews as well as from focus group interviews, were analyzed for emerging themes and patterns for teaching, learning and faculty development.

Best practices were identified that correlate with good principles of undergraduate education to design, implement and further evaluate online learning environments.

Outcomes

In this conference session, the presenters:

- Described learning preferences of online adult learners
- Identified online teaching strategies relevant to andragogy
- Correlated research findings with Chickering and Erhmann's best practices to design online learning environments and faculty development activities
- Explored ways audience could implement best practices at their home institutions

Recommendations

Techniques in teaching and learning in the online environment can and should be benchmarked for best practices to maximize student engagement, retention and learning and to achieve and maintain quality educational programs and sustain institutional accountability for teaching and learning outcomes. Effective online education for adult learners must include support and development of part-time faculty. Results of this and continuing studies will provide schools with a foundation upon which to build comprehensive faculty development programs that meet the needs of online instructors and simultaneously match institutional goals to maintain high standards for online instruction.

The convergence of technology and pedagogy, as well as institutional commitment providing the infrastructure necessary to maintain technical assistance and feedback mechanisms, fosters a sustainable environment for distance education and generative learning.

References

- Burge, L. (1988). Beyond andragogy: Some explorations for distance learning design. *Journal of Distance Education Online*: <http://cade.athabascau.ca/vol3.1/burge.html>
- Chickering, A.W., & Ehrmann, S.C. (1996). Implementing the Seven Principles: Technology as lever. *AAHE Bulletin* 49(2), 3-6.
- Diaz, D.P. & Bontenbal, K. F. (2001, August). Learner Preferences: Developing a learner-centered Environment in the Online or Mediated Classroom. *Ed at a Distance Magazine and Ed Journal*, 14(80), 1-8.
- National Center for Education Statistics (2001). Distance Education at Degree –Granting Postsecondary Institutions: 2000-2001, Executive Summary. Washington, D.C. <http://nces.ed.gov/surveys/peqis/publications/2003017/>
- Newlin, M. H., and Wang, A. Y. (2002). Integrating technology and pedagogy: Web instruction and seven principles of undergraduate education. *Teaching of Psychology* 29(4), 325-330.
- Velsmid, D. A. (1997). The electronic classroom. *Link-up*, 14(1), 32-33.
- Wilkes, C. W., & Burnham, B. R. (1991). Adult learner motivations and electronics distance education. *The American Journal of Distance Education*, 5(1), 43-50.

Kaizen Blitz as a Tool for Operational Innovation

Presenters: Susan King and Lorilee Sandmann, University of Georgia

Reduce cycle time by 50%...reduce touches by 50%...reduce process steps by 50%...what do these lean manufacturing terms have in common with continuing higher education? This presentation will describe a case where a manufacturing methodology - the Kaizen Blitz - became a tool to produce operational innovation and learning in a continuing education unit. The Kaizen Blitz produced a profound change in the mindset of employees and nudged a mature, tradition-bound continuing education unit to culture change.

Each year, higher continuing education programs face escalating pressures:

1. to stretch dollars because of reduced state and grant funding
2. to create partnerships with collegiate units and external stakeholders
3. to understand emerging markets to continuously produce leading edge programs with technological innovations, and
4. to hold their own as pressures intensify with internal and external competition.

To respond to these pressures and demonstrate value to parent organizations, continuing education units often tinker with the organization's operations (colorful signs in the lobby, adding low carb options to the coffee break), but seldom look to the very essence of the unit: how its work is done. Compared with most of the other ways that administrators try to stimulate growth—technology investments, major marketing campaigns, risky new program development—innovating how work gets done is reliable, fast and inexpensive.

“Kai” means to break apart or to change; “zen” means to study or make better. Kaizen has come to mean significant improvement, aggressive waste reduction, and involving everyone. What is Blitz? It's doing the Kaizen lightening fast. The Kaizen Blitz motto of problem solving is “Just Do It.”

This session:

1. Introduced the principles of Kaizen Blitz
2. Described the process of framing, implementing and sustaining the Kaizen Blitz
3. Demonstrated the application in continuing education by using a case study of the University Georgia Center for Continuing Education, and
4. Discussed the relevance of the Kaizen Blitz to continuing education.

Participants will understand the Kaizen Blitz methodology and its application in their own continuing education units. This presentation showed how operations innovation, facilitated through the Kaizen Blitz methodology, is not meant to be an extraordinary project...but rather a way of life to help design the future of continuing education organizations.

Experts in nontraditional students: Helping the campus understand its changing student population

Presenters: Carol Kasworm, North Carolina State University; Amy D. Rose, Jovita Ross-Gordon Texas State University-San Marcos

It will come as no surprise to those developing programs aimed at adult learners within higher education that rates of participation by adult learners have increased significantly in recent decades. Yet, the nontraditional student on campus today is no longer denoted by age alone. As Choy (2002) observes, “The traditional” undergraduate – characterized as one who earned a high school diploma, enrolls full-time immediately after finishing high school, or works part time – is the exception rather than the rule. Choy reports that 73% of students enrolled in postsecondary education in 1999-2000 exhibited at least one characteristic seen as nontraditional, and that those exhibiting the greatest number of nontraditional characteristics are least likely to persist or complete their intended degree programs. Additionally, specific nontraditional characteristics also have been reported to have a negative association with persistence, including delayed enrollment, enrolling part time, being financially independent, and having a GED or other certification of completion. In another study, Horn, Cataldi, & Sikora (2005), in an NCES special report on delayed entrants – those students who delay enrollment in postsecondary education for at least one year after high school completion – conclude that “as the length of delay increased, students were more likely to be white, less likely to be from the lowest income group, and more likely to enroll in programs leading to vocational certificates,” and that the group at greatest risk of nonpersistence was the youngest group who delayed for no more than one year. Cook (2004), similarly describes variability among adult students when comparing enrollment and persistence patterns of traditional students (under 25), low-income adults (ages 25- 55 and with an income 200% of less than federal poverty threshold) and other adults (ages 25 –55). When compared to other adults, low income adults were (a) more likely to be African American or Hispanic, (b) less likely to earn a degree once (c) more likely to be single with dependent children, (d) more likely to have a GED or alternative diploma, (e) likely to be working full time, and (f) more likely to have applied for financial aid. This work suggests that in thinking about services to adult students it is

likely that a growing proportion of younger students share needs for programs and services traditionally aimed at adults.

In general we conceive of services for adult students in terms of access, curriculum, and basic student services. Thus, prescriptions for serving adults include: flexibility in programming such as accelerated classes, cohorts, and distance learning. In addition, it has long been recognized that there is a great need for the provision of services for adult students such as childcare, financial aid, and convenient advisement. Finally, there has been discussion about the curriculum needs of adult students and the ways that adult students differ in the kinds of outcomes that they gain from an undergraduate experience. Two recent studies give a broader picture of what is happening on college campuses. In one, CAEL (1999) conducted a benchmarking study that enumerated the practices of exemplary programs for adult learners. After identifying six institutions, they determined best practices. The overriding element that distinguished successful adult learning institutions was the presence of a culture that “fosters adult –centered learning.” This means that these institutions are sensitive to the needs of adult learners, they are flexible, and they maintain open communication with adult learners. These are present in the mission, in collaborative decision-making, non-competitive admissions processes, the encouragement of dialogue in the educational planning process, the role of the faculty as facilitators, an emphasis on a collaborative teaching-learning process, a curriculum that is learner centered, accessibility of student services, the use of adjunct because of the breadth they bring to the curriculum, the use of technology to enhance teacher student communication, and affordability.

These areas were corroborated by a broader survey conducted by the American Council on Education (2005). They found that generally the institutions surveyed “acknowledged the importance of adults in their mission statements.” Most institutions offer some scheduling specifically for adults, have developed ways to identify adult students who encounter academic problems, have satellite campuses for easier access, can be reached by public transportation, and offer special orientations for adult students. But in examining how these institutions reach out to low income adults, this study identified several areas for improvement. Among the problematic areas are: a lack of services and programs for low income adults, a need for more childcare, inadequate financial assistance, and limited experience of faculty in teaching adults.

There are a number of significant factors noted in select research studies to influence adult student's retention and persistence and which may also be influential in retaining nontraditional students. These five factors include: 1) Student academic history and life context factors, 2) Student personal commitment, supports, and beliefs, 3) Academic skills and academic attitudes factors, 4) “Connected Classroom” factors, and 5) Institutional factors. Similar to adult student persistence research, nontraditional adult student research suggests that having prior college experiences and successful academic experiences, as well as having personal self-confidence and goal clarity to participate in college influence retention. Significant research in adult student retention suggests that key support systems of family, work, friends, and colleagues outside the collegiate scene have a significant impact on persistence, while nontraditional student research has solely focused on institutional supports and creations of support systems of friends and faculty/staff advisors within the college and its favorable impact on persistence. Research on both adults and nontraditional students have demonstrated the need for academic skills intervention support. Research has also demonstrated that first generation college students, which are often adult students and other nontraditional students, have less confidence, less academic strategies to succeed, and lack a long-term belief that they can be college graduates. They also have life context factors of work, family, and financial issues that create stress and dissonance to cause the student to consider dropping out. Key research on adult students suggests that adults persist with a connected classroom of faculty, students, and instructional strategies that connect their worlds with the academic content. These adults value and will persist with access to location, programs, and class scheduling which meets their current needs. In addition, there are delineated principles of best practices that can guide institutions to focus on mission, policy, and practice in support of adult students. Nontraditional student research suggests structured learning communities and interventions both for in-class as well as out of class make a difference, while

adult student research suggests that cohort programs and PLA can be effective in student persistence.

Part Three: Business Meetings And Appendices

Sixty-Seventh Annual Meeting Association for Continuing Higher Education October 29 -November 2, 2005 Madison, Wisconsin

Call to Order

President Pam Murray called the Association's 67th annual meeting to order at 1:00 p.m. (EST), Sunday, October 30, 2005, at the Hilton Madison Monona Terrace Hotel in Madison, Wisconsin. She called the business session to order at 10:45 a.m., Monday, October 31st, and recessed it at 11:45 a.m. She re-convened the session at 7:30 p.m., Tuesday, November 1st. New president Philip A. Greasley adjourned the session at 10:00 p.m.

Minutes

President Murray introduced the Association officers and directors. Executive Vice President Michele D. Shinn asked for approval of the 2004 annual meeting minutes as published and distributed in the 2004 Proceedings. Regis Gilman's motion to approve the minutes passed.

Membership Report

Executive Vice President Shinn presented the membership report (Appendix A). The printed report was also distributed to the members present. Charles Hickox's motion to approve the report passed.

Financial Report

Executive Vice President Shinn presented the summary report of the Association's revenue, expenses, reserves, and fund balance as of August 31, 2005. A printed report (Appendix B) was distributed to the members present. Paula Peinovich's motion to approve the report passed.

Nominations and Elections

President Murray reported on the 2005 election procedure and results. Those elected were: vice president, Christopher Dougherty; directors-at-large (three-year terms), Regis Gilman, Tish Szymurski, and Rick Osborn..

Budget and Finance

Tom Fisher, Budget and Finance Chair, presented the proposed 2006 operations budget that included a dues increase for institutional/affiliate members from \$260 to \$325, professional members from \$60 to \$75, and the application fee from \$100 to \$125. And in 2007, an increase from \$325 to \$350 for institutional/affiliate members and \$75 to \$80 for professional members. He reported that the Board of Directors had reviewed the budget and had endorsed it. He reported that for the 12th consecutive year the external audit management letter included no findings, exceptions or recommendations. Printed copies of the proposed budget were distributed to members present. (Appendix C) Brian Van Horn's motion to adopt the budget passed.

Resolutions

Paula Peinovich presented resolutions (Appendix D) and moved their approval. Motion passed.

The Year in Review

President Murray gave a brief report on the Association's accomplishments during her presidency:

- Implemented the strategic plan focusing on membership, diversity, and fiscal responsibility
- Changed the name and purpose of the Membership Development and Services Committee to Membership Recruitment and Retention Committee; the regional chairs are now members of this committee
- Published a membership recruitment brochure
- Established the Committee on Inclusiveness
- Executed a recruitment campaign with Historically Black Colleges and Universities, UCEA, Canadian Association, Tribal Colleges and Hispanic Serving Institutions
- Renewed the partnership with Georgia Adult Education Association (GAEA)
- Formed a partnership with North American Association of Summer Sessions (NAASS)
- Sent Lou Workman as ACHE's representative to the Mexican Association meeting
- Became COLLO's first organization to ratify their constitution
- Established the ACHE Foundation with funds received from the University of Wisconsin-Madison's annual meeting administrative fee
- Donated over \$400 to the American Red Cross for Hurricane Katrina and Rita victims
- Passed a dues increase for 2006 and 2007.

Local Arrangements

Jan Jackson and Skip Parks, co-chairs of the 68th annual meeting, made a presentation on Los Angeles and its many scenic and historic attractions.

Awards

Michele Shinn presided over the following recognitions at the Awards Banquet in Walter Pearson's, Chair of the Awards Committee, absence:

Board of Directors Service	Arthur Hoover
Merit Certificates	
Local Arrangements Chair	Roger Maclean
Program Chairs	Christopher Dougherty and Roxanne Gonzales
Editor of the <i>Journal of CHE</i>	Barbara Hanniford
Network Awards	
<u>Creative Use of Technology Award</u>	
Duquesne University	
"mCMS: Mobile Course Management System"	
University of Kansas	
"Motivating Moves for People with Parkinsons"	
<u>Outstanding Services to Underserved Population Program Award</u>	
University of Texas at Austin	
"Migrant Student Graduation Enhancement Program"	
<u>OAL Outstanding Model Program Award</u>	
Kennesaw State University	
Osher Lifelong Learning Institute"	
Association Awards	
<u>Distinguished Credit Program</u>	
Simpson College, Des Moines Area Community College, Iowa State University	

“George Washington Carver Teacher Education Program: A Collaborative Degree Program”

Distinguished Non-Credit Program

Stanford University

“Stanford Advanced Project Management”

Emeritus

Melba J. Acheson

John R. Loch

Nancy Thomason

Robert L. Hasenstab

Sue Pace

Wayne L. Whelan

Meritorious Service

Ronald G. Blankenstein Robert B. Leiter

Barbara A. Roseboro

Leadership

Ronald M. Cervero

James A. Woods, S.J.

Marlowe Froke Award

“The Adult Learner of Color: An Overlooked College Student Population”

Jovita M. Ross-Gordon

Crystal Marketing Award

California State University, Northridge

“The Roland Group Tseng College of Extended Learning Compendium of Programs for Advance Professional Development”

Transition of Presidency

Outgoing President Murray thanked ACHE members and leaders for their support, assistance, and hospitality during the year. She especially commended Roxanne Gonzales, Chris Dougherty, and Roger Maclean for their diligent work on the annual meeting program and local arrangements. She called Phil Greasley to the podium to accept the gavel and assume the presidency of the Association.

Following the "passing of the gavel" President Greasley expressed the Association's appreciation for Past President Murray's leadership and service. ACHE gave Mary Baldwin College a check for \$1000 as a token of appreciation for supporting Pam as ACHE president. Phil presented the check to Pam for the College's scholarship fund. Phil then presented Pam with a special presidential certificate and recognition gift from ACHE.

Adjournment

President Greasley declared the 67th annual meeting "adjourned."

Appendix A

Membership Report

	9/30/04	New	Cancelled	9/30/05
Affiliate Class				
Institutions Represented	13	9	4	18
Individual Representatives	23	9	5	27
Institutional Class				
Institutions Represented	371	28	73	326
Individual Representatives	1480	NA	NA	1338

Professional Class

Individual Members	413	116	229	300
--------------------	-----	-----	-----	-----

Honorary Class

Individual Members	27	2	0	29
--------------------	----	---	---	----

Members in 44 states, the District of Columbia, and 6 foreign countries (Canada, Jamaica, Japan, Mexico, Puerto Rico, and United Arab Emirates). 1694 individuals representing approximately 526 different institutions and organizations.

New Institutional Members

Adelphi University –3	Emily Carr Institute of Art & Design –11
Averett University –5	Harris-Stowe College –8
Berkeley College –3	Iowa State University –8
California State Polytechnic University-Pomona –9	Lakehead University –6
California State University-Bakersfield –9	Lane College –7
California State University-LA –9	Meharry Medical College –7
California State U-Dominguez Hills –9	San Jacinto College North –7
Central Pennsylvania College –4	Santa Fe Community College –10
College for Creative Studies –6	Shenandoah University –5
College of Menominee Nation –6	Trinity International University –6
College of Mount St Joseph –6	University of Montana –11
Columbia College –8	University of Technology-Jamaica –7
Des Moines Area Community College –8	Vincennes University –6
DeVry University-Pennsylvania –4	Wilkes University –4

Cancelled Institutional Members

Abilene Christian University –7	Regis University –10
Aiken Technical College –7	Rice University –7
American University –5	Robert Morris University –4
Bismarck State College –8	Rosemont College –4
Boston Architectural Center –1	Savannah State University –7
Bowie State University –5	Shippensburg University of PA –4
British Columbia Open University –11	South Carolina State University –7
California State University-Sacramento –9	Southeast Missouri State University –8
Catawba College –5	So. Connecticut State University –1
Christian Brothers University –7	Southern University & A&M College –7
Coastal Carolina University –7	Southwest Tennessee CC –7
College of Notre Dame of MD –5	St Peter's College –3
Columbus State Community College –6	St Philip's College –7
Cornerstone University –6	Stark State College of Technology –6
CUNY Bronx Community College –3	Tec de Monterrey –10
Daniel Webster College –1	Technical College of the Lowcountry –7
Elizabeth City State University –5	Texas A&M University-Commerce –7
Elmira College –2	Texas Southern University –7
Fashion Institute of Technology –6	Thomas More College –7
Florida A&M University –7	Towson University –5
Florida Atlantic University –7	Troy State University-Montgomery –7
Georgia Perimeter College –7	Tulsa Community College –8
Grambling State University –7	University of Cincinnati –6
Greensboro College –5	Univ. of Massachusetts-Dartmouth –1
Interdenominational Theological Center –7	Univ. of Miami –7
Jackson State Community College –7	Univ. of Missouri-Kansas City –8
Leeward Community College –9	Univ. of Saskatchewan –8
Long Island University-Brooklyn Campus –3	Univ. of Southern Maine –1

Louisiana State University-Shreveport -7
 Mars Hill College -5
 Massachusetts College of Art -1
 MGH Institute of Health Professions -1
 Mississippi Valley State University -7
 Montgomery County Community College -4
 Muhlenberg College -4
 National Technological University -1
 New School University -3

Univ. of Southern Mississippi -7
 Univ. of So Mississippi-Gulf Coast -7
 Utah Valley State College -10
 Utica College of Syracuse University -2
 Valdosta State University -7
 Washington University -6
 Wesley College -5
 Xavier University -6

New Affiliate Members

Aslanian Group -3
 CE Dialogue -1
 Collegiate Funding Services -6
 Headquarters Marine Corps LLL -5
 Hezel Associates LLC -2
 MBS Direct -8
 NAASS -1
 Plexus Systems -9
 Urban Dynamics Inc -4

Cancelled Affiliate Members

American Management Association -3
 J F Drake State Technical College -7
 Urban Dynamics -4
 Westchester Business Institute -3

New Honorary Members

Nancy Thomason -8
 Wayne Whelan -7

Members By Region - As of September 30, 2005

Region	Institutional/ Affiliate	Professional/ Honorary	Total
Region 1	150/4	55/1	210
Region 2	60/2	12/2	76
Region 3	63/4	20/2	89
Region 4	156/0	23/3	182
Region 5	178/5	17/4	204
Region 6	130/1	39/3	173
Region 7	376/4	84/11	475
Region 8	110/3	18/2	133
Region 9	65/2	14/0	81
Region 10	20/2	6/1	29
Region 11	30/0	12/0	42
	1338/27	300/29	
Total	1365	329	1694

Appendix B

Financial Status

<u>Accounts as of 8/05</u>		<u>Fund Balances</u>	
Cash in Bank - Checking	26,339	Emergency	8000
Invested Reserves	<u>33,621</u>	Development/Venture	2395
Total	\$59,960	Capital	2000
		Transition	-0-
		Total Dsgnd Reserves	12,395
		Total Op Reserves	<u>47,565</u>
		Total	\$59,960

<u>Income</u>	<u>03 Budget</u>	<u>03 Actual</u>	<u>04 Budget</u>	<u>04 Actual</u>	<u>05 Budget</u>	<u>8/31/05</u>
Institutional Dues	96,200	106,142	104,000	97,979	104,000	96,391

Professional Dues	20,000	15,925	16,000	17,405	17,000	13,740
Miscellaneous						
Publications	6,000	5,059	5,000	4,753	8,440	2,207
Application Fees	2,000	2,600	2,000	2,000	1,000	2,200
Other	2,000	2,715	2,000	2,114	1,105	2,141
Int, Div, & Inc in Investment Value	8,895	2,887	4,000	3,563	3,000	1,959
Balance from Previous Ann Mtg	13,383	737	12,177	21,078	10,455	11,206
Total	\$148,478	\$136,065	\$145,177	\$148,892	\$145,000	\$129,844

<u>Expenses</u>	<u>03 Budget</u>	<u>03 Actual</u>	<u>04 Budget</u>	<u>05 Budget</u>	<u>04 Actual</u>	<u>05 Budget</u>	<u>8/31/05</u>
Publications							
Newsletter	10,000	3,251	2,000	2,000	2,000	2,000	1,200
JCHE	16,500	17,088	18,500	22,000	20,983	22,000	11,068
Directory	5,500	425	425	425	425	425	425
Proceedings	500	500	500	500	500	500	500
Office Expenses							
Secretarial	39,750	36,922	39,750	41,975	40,418	45,041	33,230
Office Supplies	2,000	569	1,500	1,500	537	1,500	856
Printing/duplicating	1,500	1,425	1,500	1,500	648	1,500	392
Telephone	3,000	2,138	3,000	3,000	2,099	3,000	1,113
Postage	3,000	1,292	1,800	1,300	831	1,300	795
Computer Services	300	0	300	300	0	300	0
Accounting	6,500	6,625	7,500	7,500	7,620	7,500	6,165
Liability Insurance	1,800	1,997	1,800	2,000	2,150	2,000	0
Computer Operator	11,500	10,485	11,500	11,500	13,003	11,500	9,613
Miscellaneous	725	575	500	500	942	500	113
Travel							
General	1,800	5,642	2,500	2,500	3,451	2,500	412
Board Meetings	12,000	13,272	12,000	12,000	6,965	12,000	11,701
Presidential	5,000	6,828	6,000	6,000	5,895	6,000	3,821
Honorarium							
Executive VP	7,703	7,703	8,003	8,300	4,002	8,300	8,151
Administrative Expenses							
Nominations/Elections	0	425	195	200	95	200	95
Research Committee	3,000	1,204	3,000	3,000	80	3,000	3,000
Recognition & Awards	2,200	1,613	2,200	2,200	2,486	2,200	0
Executive VP	400	0	400	400	38	400	170
Presidential	400	343	400	400	287	400	76
Administrative Charges	6,000	6,000	6,000	6,500	6,000	6,500	6,000
Replenish Dsgnd Reserves	0	0	6,404	0	6,404	0	0
Regional Stipends	7,400	2,600	7,500	7,500	3,000	4,434	3,000
Subtotal	\$148,478	128,922	\$145,177	145,000	130,859	\$145,000	101,896
Development Fund		5,117			10,615		2,605
Capital Fund		0			0		0
Total		\$134,039			\$141,474		\$104,501

Appendix C

2005 Budget

Income

Institutional Dues	\$105,625
Professional Dues	20,400
Miscellaneous	11,422
Interest, Dividends, &	3,000
Increase in Investment Value	
Balance from Previous	10,153
Annual Meeting	
Total Income	\$150,600

Institutional Dues	\$325
Affiliate Dues	\$325
Additional Members	\$25
Professional Members	\$75
Application Fees	\$125
Journal Subscriptions	\$50/\$60

Expenses

Publications	
Newsletter	1,872
JCHE	22,150
Directory	425
Proceedings	520
Office Expenses	
Secretarial	46,717
Office Supplies	1,365
Printing/duplicating	700
Telephone	3,000
Postage	1,000
Computer Services	300
Accounting	7,500
Liability Insurance	2,150
Computer Operator	13,456
Miscellaneous	500
Travel	
General	3,000
Board Meetings	12,000
Presidential	6,000

Honorarium	
Executive VP	8,650
Administrative Expenses	
Committees	
Nominations/Elections	95
Research Committee	3,000
Annual Meeting	
Recognition & Awards	2,200
Executive VP	200
Presidential	300
Dues - COLLO	100
Administrative Charges	6,500
Replenish Dsgnd Reserves	400
Regional Stipends	6,500
Total Expenses	\$150,600

Appendix D

Resolutions

BE IT RESOLVED that the Association in convention assembled expresses its congratulations and deep appreciation to Chris Dougherty and Roxanne Gonzales, co-chairs of the 2005 Program Committee, and their colleagues on the committee, for this timely and valuable conference. The theme, "Designing our Destiny: Creative Responses to Change in Continuing Higher Education;" through diverse speakers, sessions, and workshops, has provided an array of new ideas, approaches, and resources useful to continuing higher education professionals. Chris, Roxanne and their committee have continued the long tradition of excellent conference programs by offering us a rich and rewarding learning experience.

BE IT RESOLVED that the Association in convention assembled expresses its gratitude and appreciation to Roger Maclean, of the University of Wisconsin-Madison, Local Arrangements Chair, for hosting this annual meeting in Madison, Wisconsin. Roger Maclean, his committee, and staff truly have gone the extra mile to provide perfect arrangements and details for our enjoyment.

BE IT FURTHER RESOLVED that the Association in convention assembled expresses its gratitude and appreciation to Roger Maclean and his university for their donating the administrative fee for the Annual Meeting to the Association, to the great benefit of the Association and our members.

BE IT RESOLVED that the Association in convention assembled acknowledges its profound appreciation to President Pamela Murray and to the Board of Directors for their outstanding leadership during the 2004-2005 year. Pamela's presidency and the contributions of the Board have added significantly to the leadership of the Association within the continuing higher education community. The strength of the Association and its membership is clear evidence of their excellent work.

- BE IT RESOLVED that the Association in convention assembled acknowledges the outstanding service provided by Michele Shinn as Executive Vice President and Irene Barrineau as Administrative Assistant and Office Manager of our home office. Through their attention to our needs, responsiveness to our requests, awareness of trends and issues, incorporation of effective electronic communication with the members, they continue to provide exceptional leadership and service to the Association. Be it further resolved that Michele and Irene be commended for their efforts in providing our excellent newsletter Five Minutes with ACHE.
- BE IT RESOLVED that the Association in convention assembled commends Barbara Hanniford, editor of the Journal of Continuing Higher Education, for maintaining the high standards of excellence for which the Journal is recognized.
- BE IT RESOLVED that the Association in Convention assembled expresses our deep appreciation to Irene Barrineau for her work as editor of the 2004 proceedings. We thank Irene for the thorough and excellent report of our meeting in Newport, Rhode Island.
- BE IT RESOLVED that the Association in Convention assembled expresses our deep appreciation to Brian Van Horn, John Yates and Murray State University for designing and printing a beautiful new membership brochure at no cost to the Association.
- BE IT RESOLVED that the Association in convention assembled commends the Regions of the Association and the Regional Chairs for their excellent regional meetings and programs which are often the gateway for new members to become part of our network of leaders and the context for all members to connect with one another and move forward our profession and service to students.
- BE IT RESOLVED that the Association in convention assembled commends our committees and networks, particularly as the activity of our members increases with new and revitalized networks, addressing issues and identifying best practices for enhancing the profession and student learning.
- BE IT RESOLVED that the Association in convention assembled thanks Alpha Sigma Lambda and its officers and staff for the continuing leadership on behalf of our students and that we celebrate our partnerships on behalf of continuing education.
- BE IT RESOLVED that the Association in convention assembled notes the retirement of Bob Hasenstab. He served with distinction at several universities and hosted the annual meeting in Milwaukee.
- BE IT RESOLVED that the Association in convention assembled notes the retirement of Nancy Thomason. She served with distinction as President of the Association and has been friend and mentor to many of us.
- BE IT RESOLVED that the Association in convention assembled notes the retirement of Sue Pace. She served as Chair of Local Arrangements in Jackson, served on the Board, and leaves a legacy of commitment to students at the University of Southern Mississippi.
- BE IT RESOLVED that the Association in convention assembled notes the retirement of John Bob Loch, long active in Region VI, and a loyal member of the association.
- BE IT RESOLVED that the Association in convention assembled notes the retirement of Melba J. Acheson, long an active member of the association, Chair of her region, and valued colleague on her campus.

BE IT RESOLVED that the Association in convention assembled notes the retirement of Wayne Whelan, member extraordinaire of the Association, President, Executive Vice President, active in all aspects of the association but most importantly friend and mentor to all.

BE IT RESOLVED that the Association in convention assembled remembers those many colleagues, friends, and students whose lives are challenged in many ways. We remember in particular during our gathering this year those persons touched by Hurricane Katrina, Rita, Wilma and other devastating natural disasters. We recall fondly our gatherings in these areas and extend our good will to those facing such disruption in their personal and professional lives.

Appendix E

Committee on Inclusiveness

The Committee on Inclusiveness was formed at the May 2005 Board meeting as a means to meet ACHE Strategic planning goals. We are in the initial planning stage and at the ACHE 2005 Annual Meeting in Madison; the committee will work to accomplish the following goals:

1. Embed inclusiveness across ACHE's organizational structure (committees, networks, Board representation, annual meeting locations, and membership), and
2. Develop a set of activities to accomplish the strategic plan objectives.

Respectfully submitted by: Roxanne Gonzales

Appendix F

Local Arrangements

The local arrangements committee has been successfully working with our campus partner, the Wisconsin Alumni Association, to facilitate the 2005 national meeting. They have served as both registrar and fiscal agent. We anticipate approximately 200 attendees which will be about 40 below our budget breakeven but fortunately we have been very successful with attracting exhibitors. Exhibitors are becoming an essential part of our overall conference process. I would also recommend to future chairs that you have a local fiscal agent to cover the costs of deposits and other fees that occur before registration and exhibitor's dollars are received. We have found that you have to pay deposits for facilities and catering requests as well as printing, Web development, and other materials associated with the conference. If you have no one to cover those expenses you may have a challenge holding space. The online registration process has been a success and we will pilot an electronic overall evaluation that we will send to all who register approximately one week after the conference. We will be able to electronically tabulate the results and have that information available for the 2006 committee when they meet in February.

Roger Maclean

Appendix G

Nominations Committee

President Pamela Murray announced the results of the 2006 election for officers and directors-at-large:

Vice President: Christopher Dougherty
Directors-at-Large: Regis Gilman
Rick Osborn
Tish Szymurski

Appendix H

Membership

The ACHE Membership Brochure is now complete and will be ready for distribution at the International Conference in Madison, WI. We worked through many drafts and have finalized with a hybrid version. This will be an attractive brochure that should help our Regions with membership drives in the near future.

Lastly, I know that Regional Chairs have been working through old membership lists to make sure they're current. I hope to have a membership drive in the winter/spring for all ACHE Regions. I'll be bringing ideas for this campaign to the International Board Meeting in Madison.

Brian Van Horn, ACHE Membership Chair

Appendix I

Program Committee

Overview:

The 2005 Program Committee has 184 registrations as of October 10: our break-even point is 240. Of concern is the low numbers. We have had a few cancellations due to budget cuts and freezes on travel. Chris, Roger, and I would like to extend our sincere thanks to the Program Committee for all the wonderful work over the past year – they have done an outstanding job!

Facilities:

Roger has established the room locations and all set up for AV.

Budget:

All of our keynotes have been identified and their total cost will come in somewhat under the original projection. The Wisconsin Alumni Association has been very helpful serving as both our budget home and our registrar.

Keynote:

All the keynotes have confirmed their intent to serve as keynotes. Sunday keynote is Dr. Kevin P. Reilly, the sixth president of the University of Wisconsin System. Monday's keynote is Dr. Ronald M. Cervero the Department Head and Professor of Adult Education at the University of Georgia, which is one of the foremost adult education programs in America. And Tuesday's keynote is Susan Porter Robinson, vice-president and director of the American Council on Education's Center for Lifelong Learning.

Concurrents/Workshops:

All session presenters are identified, however, due to low registrations (4) the Pre-conference workshop was cancelled. The theme of the Town Meeting is After the Change: Lead, Follow, or Get Out Of The Way and will be moderated by Skip Parks.

Day Chairs/Presiders:

The position of Day Chair has expanded and this year to assist with the conference we have created a new Day Chair, the Local Arrangements Day Chair. This individual will be responsible for helping the local arrangements team with facilities and AV issues leaving the Program Day Chair to focus on presiders and session presenters. Our day chairs for the 2005 Program are:

Saturday Program Day Chair & CPT	Walter Pearson
Sunday Program Day Chair & CPT	Barbara Roseboro
Monday Program Day Chair & CPT	Charles Hickox
Tuesday Program Day Chair & CPT	Maureen Znoj
Saturday Local Arrangements Day Chair	Eric Cunningham
Sunday Local Arrangements Day Chair	Lew Shena
Monday Local Arrangements Day Chair	Gwen Dooley
Tuesday Local Arrangements Day Chair	Lisa DiBisceglie

Exhibitors:

Dan Dowdy and committee have secured 22 exhibitors/sponsors, which will bring in \$22,890. Below is a list:

- | | |
|------------------------|---------------------|
| Jenzabar | Aslanian Group |
| The College Board | Cambridge Education |
| Eduventures | Virginia Tech |
| Atwood Publishing | The Growth Group |
| Plexus Systems | Hezel Associates |
| Condensed Curriculum | MBS Direct |
| IACET | Mindedge |
| Gatlin Education | LERN |
| Destiny Solutions | Desire2Learn |
| Alpha Sigma Lambda | ACHE 2006 |
| Inteq - Group3 systems | ACHE Home Office |

Networks/Committees:

Ron Sundberg has contacted all the committees and networks and all is set for the conference.

Publications:

As ACHE transitions to a paperless mode to save costs the Planning Committee will follow the patterned of last year and reduce the mailings and hard copy documents. Most communication will be via the conference web site: <http://www.ache2005.org> A three page Program – At- a Glance flyer was mailed out in late August. We will have simple Programs for those who want a hard copy while at the conference. Prior to the conference Local Arrangements will send an e-mail to all attendees reminding them to print and bring a copy of the Program

Appendix J

Publications Committee

The primary purpose of the ACHE's Standing Committee on publications and communications is to review the various publications of ACHE and the ACHE web site, and make recommendations to ACHE's Board of Directors regarding format, content, design, frequency, and appropriateness of each.

The Journal of Continuing Higher Education

Under the guidance of Barbara Hanniford, Editor, The JCHE continues to be a leading publication in the field. This year the Journal added a "Best Practices" feature which we discussed as a committee last fall. Barbara indicates that we still have a need for more manuscript submissions.

A subscription campaign for the Journal is being developed now by Paul, Michele, and Irene and the brochure will be mailed soon.

Proceedings

This annual publication provides a summary of the discussions and papers presented at the annual meeting. The 2004 edition was published in a timely manner. It is available via the ACHE web site. This is the fifth year that Irene has served as Editor. We appreciate her work in this area. Suggestions for the Proceedings are welcome.

Directory

The Directory is available online through the web site and is a valuable resource. We have had substantial savings on printing and mailing costs.

ACHE Web Site

The web site continues to improve and we hope that a substantial number of members are using it. The Committee recommends that the web site address appear prominently on every publication as a reminder to members and others.

Five Minutes With ACHE

Members are reminded via email when a new issue is available and can view it via email or go to the web site and view current and previous issues. Michele has added some new features to make the newsletter even more attractive and informative.

Membership

This Committee always welcomes new members. Anyone interested can contact the Chair, individual members, or the home office.

Robert J. DeRoche, Chair

Appendix K

Research Committee

The Research Committee is looking forward to three presentations from last year's award winners. Over the summer, the committee awarded three grants, two will be presenting at the 2006 annual meeting. The third awardee declined the \$1,000 because she asked the check be made out to her institution. The research committee chair informed her that funds are dispersed to individuals not institutions. The committee will discuss the appropriateness of a late award at their meeting in Madison.

Also in Madison, the committee will be presenting preliminary data from an institutional member survey that is a replication of a study done in 1993 and was funded partially by the ACHE Research Committee at that time. The survey is on changing roles in continuing higher education.

The research committee has been very busy this past year with soliciting and reviewing the research award proposals, preparation and administration of an online survey for a concurrent session at 2005 ACHE Annual Meeting, and continued discussion with other groups on the importance of maintaining a research agenda in continuing higher education.

Edna Farace Wilson, Chair

Appendix L

Community and Two-Year Colleges

Background

At the network meeting in Rhode Island in 2004, we discussed our goals and expectations for the network. The consensus was to develop a forum in which to discuss concerns, pose questions, and gain feedback from colleagues. We agreed that an email distribution list was the most effective way to keep in touch with each other. Therefore, we have established an email contact list of those in the ACHE Community College Network.

The network serves as a connector for those interested in Community Colleges. The network links us to each other and we can use the group as a resource for our questions, concerns, best practices, etc. As we learned about each other, we were able to identify each person's area of employment as well as their interests and concerns re: their current institution.

Some of the topics identified at the meeting for group discussion include:

- Best strategies to turn non-credit offerings into credit
- Assessment in non-credit areas
- Blended Learning (combining credit and non-credit)
- Union issues for non-credit faculty (payment, seniority, etc.)
- Online and face-to-face learning for non-credit
- Networking/mentoring—connecting colleagues with others in the CE field who may be able to assist by providing insights, sharing experiences, etc

Activities

To date, in addition to sharing each other's contact information for networking, we have had dialogue re: 2 questions that a network member posed to the distribution group:

- Logistics to set up a comprehensive testing and assessment center to provide services for academic, It and certification exams/tests from ACT, ETS/Prometic and WorkKeys
- A call to network with others from Community Colleges about the Community College Labor Market Responsiveness Guide who will be going through the process outlined in the guide

Recommendations

- It is recommended that this committee continue to serve as a conduit between colleagues in community colleges.
- The group will continue to connect with each other and respond via email to any questions posed by the network.
- In an effort to increase participation at the community college level, it is recommended that we reach out to colleagues at other non-member institutions to share information about the benefits of belonging to ACHE.
 - It is recommended that the committee discuss vehicles/methods through which to reach non-member community college institutions (i.e. through personal contact, gather mailing list, send marketing materials, etc.)
 - Implement an action plan for the above marketing effort.

Appendix M

Institution-Community Engagement

Overview

The network's purpose is derived from guiding characteristics of engaged institutions, as described in the 1999 Kellogg Commission report, *Returning to Our Roots: The Engaged Institution*. "Institutions of higher education share a common belief that outreach education,

community engagement and applied research are important components of excellence in higher education."

The guiding principle for the Institution * Community Engagement Network is to celebrate the contributions universities have made to society, and to call upon the institutions and the communities to do more and to do it better. The Institution-Community Engagement Network convened for the first time in Charlottesville on Tuesday, November 11, 2003.

Dr. Louis Jensen and Allen Varner presented a concurrent session entitled University Partnerships and Resources * Best Practices on November 1 at the 2004 ACHE Annual Meeting in Newport, Rhode Island.

2005 Activity

The University Continuing Education Association's Community of Practice on Outreach and Engagement and the Association of Continuing Higher Education's Institution-Community Engagement Network have joined in a partnership to facilitate learning among their members with regard to Best and Worst Practices in Outreach and Engagement. Early in 2005, the two associations asked their membership to provide information on best practices in Outreach and Engagement.

Representatives from UCEA and ACHE have collaboratively reviewed the submissions to identify trends, patterns, and insights that can provide guidance for the field. Allen Varner, Indiana State University and Wayne Smutz, Penn State University at the 90th Annual UCEA Conference presented the first report on April 1, 2005 in Boston MA. The 04/01/05 presentation was entitled: Best Practices in Outreach and Engagement * The ACHE/UCEA Collaboration.

Mary Grant, University of Wisconsin and Jeri Childers, Virginia Tech will make the second report during the Association For Continuing Higher Education's Annual Conference in November 2005. During the session, it is anticipated that the Association's Institution-Community Engagement Network will share Best Practices Institution-Community Engagement guidelines and identify Institution-Community Engagement Best Practice Models.

Allen Varner

Appendix N

Older Adult Learning

The Older Adult Learning Network attracted ten participants to the network breakfast meeting at the 2004 conference in Newport, more than doubling the attendance from the previous year. At the meeting it was decided to retain the long-standing network award for one more year (2005) with the intention of either discontinuing it or revamping it for 2006, depending on level of interest. Having received one application for the award in March, a small committee deliberated on its merit and decided to bestow the award on the Osher Lifelong Learning Institute at Kennesaw State University. Discussion took place at the network meeting regarding the awkwardness experienced by many of us in communicating with each other via the ACHE Bulletin/Discussion Board. The group asked our board liaison to suggest to next year's conference planners a session of instruction in its use and a demonstration of ways to maximize its potential for facilitating communication among ourselves. In the April issue of "5 Minutes" the network announced the availability of back issues of *The Older Adult LEARNer* newsletter published quarterly by the American Society on Aging at no cost except postage. The 2005 conference includes several sessions of interest to educators of older adults -- "Third Age Learners: Here They Come, Ready or Not!" and "Continuing Education for Boomers: Retiring But Not Shy."

Christina Butler

Appendix O

Instructional Technology and Distance Learning

The Network once again sponsored the Creative Use of Technology Award. The committee received six program nominations for 2005. The following nominations were selected:

Credit programs

mCMS: Mobile Course Management System

Boris Vilic, Director of SLPA Technology

Duquesne University School of Leadership & Professional Advancement

Noncredit programs

Motivating Moves for People with Parkinson's

James Jewell, Producer/Director

Continuing Education, University of Kansas

The Network submitted and had accepted a proposal for a panel session for the 2005 Annual Conference titled: Learning Management Systems: Today, Tomorrow & Beyond. Panelists represent leading learning management system companies as well as expert users who will talk about the current state of LMS and the issues to be considered with choosing a new or when changing an LMS.

The Network will resume quarterly Tech Talk conference calls beginning in 2006.

Appendix P

Program Committee

Pamela Murray, Mary Baldwin College

Chris Dougherty, Rutgers University-Camden

Roxanne Gonzales, Park University

Roger Maclean, University of Wisconsin-Madison

Michele Shinn, Trident Technical College

Irene Barrineau, ACHE

Ron Blankenstein, College for Lifelong Learning

Rick Osborn, East Tennessee State University

Walter Pearson, Simpson College

Barbara Roseboro, Winston-Salem State University

Charles Hickox, SE Oklahoma State University

Maureen Znoj, College for Lifelong Learning

Eric Cunningham, Columbia College

Lew Shena, Rhode Island School of Design

Gwen Dooley, Jackson State University

Lisa DiBisceglie, Caldwell College

Sarah Schutt, University of Wisconsin-Madison

John Yates, Murray State University

Phil Greasley, University of Kentucky

Bob Leiter, University of Georgia

Joe Nairn, Rochester Institute of Technology

Dan Dowdy, Mary Baldwin College
Ron Sundberg
Pamela Collins, Eastern Illinois University

Appendix Q

Officers, 2004 – 2005

President
Pamela R. Murray, Mary Baldwin College

President-Elect
Philip Greasley, University of Kentucky

Vice President
Skip Parks, California Polytechnic State University

Immediate Past President
Jerry Hickerson, Winston-Salem State University

Executive Vice President
Michele D. Shinn, Trident Technical College

Appendix R

Board of Directors

Maureen Connolly, Wagner College
Chris Dougherty, Philadelphia University
Roxanne Gonzales, Colorado State University
Art Hoover, Eastern Michigan University
Roger Maclean, University of Wisconsin-Madison
Rick Osborn, East Tennessee State University
John M. Yates, Murray State University
Mary Wargo, Quinnipiac University

Appendix S

Regional Chairs

Region I
Ray Guillette, Bridgewater State College

Region II
Jeri O'Bryan, SUNY/Morrisville

Region III
Nina Leonhardt, Suffolk County CC

Region IV
Christina Edamala, Holy Family University

Region V
Bernadette Black, University of Virginia

Region VI
Kris Krzyzanski, Wayne State University

Region VII
David Grebel, Texas Christian University

Region VIII
Charles Hickox, SE Oklahoma St University

Region IX
Melody Johnston, CSU - Fullerton

Region X
Lou Workman, Southern Utah University

Region XI
Don Olcott, Jr., Western Oregon University

Appendix T

Roll of Past Presidents and Annual Meetings

<u>Year & Place</u>	<u>President</u>	<u>Institution</u>
1939 New York	Vincent H. Drufner	University of Cincinnati
1940 Omaha	A. Caswell Ellis (acting for Drufner, deceased)	Cleveland College
1941 Cleveland	A. Caswell Ellis	Cleveland College
1942 Buffalo	George Sparks (acting for A.L.Boeck, resigned)	Georgia State University
1943 Chicago	George Sparks	Georgia State University
1944 Pittsburgh	Norman P. Auburn	University of Cincinnati
1945 Philadelphia	Lewis Froman	University of Buffalo
1946 New York	Henry C. Mills	University of Rochester
1947 Minneapolis	F.W. Stamm	University of Louisville
1948 New Orleans	Rollin B. Posey	Northwestern University
1949 Cincinnati	Herbert Hunsaker	Cleveland College
1950 Denver	Frank R. Neuffer	University of Cincinnati
1951 Detroit	Robert A. Love	City College of New York
1952 Atlanta	Cortell K. Holsapple	Texas Christian University
1953 St. Louis	Henry Wirtenberger, S.J.	Cleveland College
1954 Milwaukee	Willis H. Reals	Washington University
1955 New Orleans	John P. Dyer	Tulane University
1956 New York	George A. Parkinson	University of Wisconsin
1957 Montreal	William H. Conley	Marquette University
1958 Louisville	Alexander Charters	Syracuse University
1959 Pittsburgh	Richard A. Mumma	Johns Hopkins University
1960 San Francisco	Kenneth W. Riddle	Drexel University
1961 Cleveland	Richard A. Matre	Loyola of Chicago
1962 Miami	Daniel R. Lang	Northwestern University
1963 Boston	Richard Deter, S.J.	Xavier University
1964 St. Louis	Ernest S. Bradenburg	Drury College
1965 Dallas	Ralph C. Kendall	University of Toledo
1966 Buffalo	Richard F. Berner	SUNY, Buffalo
1967 New Orleans	Ernest E. McMahon	Rutgers University
1968 San Francisco	William Huffman	University of Louisville
1969 Washington DC	Raymond P. Witte	Loyola of New Orleans
1970 Montreal	Clarence Thompson	Drake University
1971 Des Moines	Joseph P. Goddard	University of Tennessee
1972 New York	William T. Utley	University of Nebraska at Omaha
1973 Chicago	Hyman Lichtenstein	Hofstra University
1974 New Orleans	Carl H. Elliott	TriState University
1975 Salt Lake City	Alban F. Varnado	University of New Orleans
1976 Philadelphia	Richard Robbins	Johns Hopkins University
1977 Montreal	William Barton	University of Tennessee

1978 Fort Worth	James R. McBride	Canadian Bureau for Intn'l Educ
1979 Toronto	Lewis C. Popham, III	SUNY, Oswego
1980 Knoxville	Gail A. Nelcamp	University of Cincinnati
1981 Los Angeles	Frank E. Funk	Syracuse University
1982 New Orleans	Leslie S. Jacobson	Brooklyn College
1983 Dallas	Louis E. Phillips	University of Georgia
1984 Boston	Wayne L. Whelan	University of Tennessee at Knoxville
1985 Atlanta	Frank Santiago	Brigham Young University
1986 Philadelphia	Stanley J. Gwiazda	Drexel University
1987 Indianapolis	Nicholas E. Kolb	Indiana University of Pennsylvania
1988 Salt Lake City	Hal Salisbury	Trident Technical College
1989 Charleston	Peter K. Mills	Nova University
1990 Miami	John Michael Sweeney	Fairfield University
1991 Seattle	Sam C. Bills	University of Tennessee at Knoxville
1992 Milwaukee	Nancy F. Gadbow	Nova University
1993 Jackson	Jan Jackson	CSU-San Bernardino
1994 Toronto	James H. Vondrell	University of Cincinnati
1995 Kansas City	Ronald D. Ray	South Carolina State University
1996 Palm Springs	Norma R. Long	College of Notre Dame of Maryland
1997 University Park	Paula E. Peinovich	Regents College
1998 Fort Worth	Dale K. Myers	Thomas More College
1999 Cincinnati	Scott Evenbeck	IUPUI
2000 Myrtle Beach	Patricia A. Lawler	Widener University
2001 Vancouver	Nancy Thomason	East Central University
2002 Birmingham	Robert Leiter	University of Tennessee, Knoxville
2003 Charlottesville	Allen Varner	Indiana State University
2004 Newport	Jerry Hickerson	Winston-Salem University

Appendix U

Citations for Leadership

<u>Year</u>	<u>Place</u>	<u>Recipient</u>
1965	Dallas	Alexander Liveright
1966	Buffalo	Cyril O. Houle
1967	New Orleans	John P. Dyer
1968	San Francisco	Frank R. Neuffer
1969	Washington, DC	Edwin H. Spengler
1970	Montreal	Richard T. Deters, Daniel R. Lang
1971	Des Moines	Howell W. McGee
1972	New York	Robert F. Berner
1973	Chicago	Alexander N. Charters, Ernest E. McMahon
1974	New Orleans	(no award given)
1975	Salt Lake City	Paul Sheats
1976	Philadelphia	(no award given)
1977	Montreal	(no award given)
1978	Fort Worth	John B. Ervin
1979	Toronto	J. Roby Kidd
1980	Knoxville	(no award given)

1981	Los Angeles	MacNeil-Lehrer Report
1982	New Orleans	Joseph P. Goddard, Adele F. Robertson
1983	Dallas	(no award given)
1984	Boston	Grover Andrews
1985	Atlanta	(no award given)
1986	Philadelphia	Leslie S. Jacobson
1987	Indianapolis	Louis Phillips
1988	Salt Lake City	(no award given)
1989	Charleston	(no award given)
1990	Miami	(no award given)
1991	Seattle	Roger Hiemstra
1992	Milwaukee	(no award given)
1993	Jackson, MS	Sam C. Bills, Calvin L. Stockman
1994	Toronto	(no award given)
1995	Kansas City, MO	Robert Simerly
1996	Palm Springs	Clifford Baden, Morris Keeton
1997	University Park	Henry Spille
1998	Fort Worth, TX	(no award given)
1999	Cincinnati	Robert Kegan
2000	Myrtle Beach	K. Patricia Cross, Donna S. Queeney
2001	Vancouver	Stephen Brookfield
2004	Newport	Wayne Whelan
2005	Madison	Ronald M. Cervero, James A. Woods

